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ABSTRACT

This resource guide helps state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and policymakers serving rural youth and adults to locate resources. Resources cited in this guide are publications; newsletters; journals; special issues of journals; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; and databases. The materials are categorized according to relevant issues and strategies that include rural education reform, youth at risk, teen parent, transition, support services/programs for adults, and delivery system models. References on rural conditions/rural development and general background literature highlight the demographics and challenges facing rural education. For each entry, author, title, publication date, publisher, annotation, price, ordering information, and address are provided, when applicable. Indexes by title and author are included. (NLA)

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SELECTED VOCATIONAL PREPARATION RESOURCES FOR SERVING RURAL YOUTH AND ADULTS WITH SPECIAL NEEDS

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PREFACE

An administrator once said, "Tackling the issues facing rural education is similar to putting socks on an octopus." Demographic, economic, cultural, and social changes are reshaping the structure and delivery of rural education. Unique, multifaceted problems confront rural education as educators struggle to provide vocational programming to rural youth and adults. In response to this challenge, the Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education (NCRVE) has produced *Selected Vocational Preparation Resources for Serving Rural Youth and Adults with Special Needs*. This resource guide is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others serving rural youth and adults to locate resources.

Materials included in this guide are relevant publications; newsletters; journals; agencies, associations, organizations; centers for educational information/services; clearinghouses; computer-based information networks; and databases. The materials are categorized according to relevant issues and strategies and include rural education reform, youth at risk, teen parent, transition, support services/programs for adults, and delivery system models. References on rural conditions/rural development and general background literature included in this guide highlight the demographics and challenges facing rural education. This resource guide is *not* intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation, the price, ordering information, and address (whenever possible) are provided. Resources should be ordered directly from the publisher listed in each annotation.

To avoid duplication, most entries appearing in previous resource guides developed by TASPP concerning relevant rural issues of transition, youth at risk, students with limited English proficiency, and teen parents were omitted. These resource guides may be obtained through the National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652.

EDUCATIONAL REFORM

Demographics, Issues, and Strategies

Educational Networks Division, Office of Educational Research and Improvement, U.S. Department of Education. (1989, May). ***Rural education: A changing landscape*** (GPO Stock No. 065-000-00379-1). Washington, DC: Author.

Aware that strong rural schools continue to play a vital role in American education, Congress appropriated funds for a rural education initiative in the Fall of 1986. The Department of Education's Office of Educational Research and Improvement sponsored a national symposium on rural education in the Spring of 1987 to help guide development of that initiative. Nationally known experts presented papers on education in rural America from a variety of perspectives, and practitioners described promising educational practices in rural settings. The papers, presented at the symposium and included in this publication, are consistent in noting that while there are commonalities among all schools regardless of location, rural schools operate within a unique context. This document examines the characteristics of rural youth and schooling, rural education problems and issues, and school improvement strategies for rural education. It was prepared to inform a wider audience interested in learning about and responding to the needs of rural schools. sck (88 pages, $5.00)
ADDRESS: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325

Status, Problems, and Solutions

Jansen, D. G. (1988). ***The role of vocational education in rural America*** (Information Series No. 328). Columbus: Ohio State University, Center on Education and Training for Employment.

This paper examines the status of vocational education in rural America and reviews the problems and solutions regarding its role.

Beginning with a synopsis of federal, state, and local policies affecting vocational education opportunities in rural America, it details an historic model for delivery of vocational education in rural areas and contemporary patterns for these delivery systems. Finally, the author discusses implications for basic education, economic development, and the modification of vocational curricula in rural education programs. Based on the conclusions and implications derived from the literature, recommendations for future rural vocational education action are made. sck (29 pages, $4.00)
ADDRESS: Center on Education and Training for Employment,

Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, (614) 292-4353 in OH, (800) 848-4815 out of state

Role of Public Schools

Nachtigal, P. C., & Hobbs, D. (1988, August). ***Rural development: The role of the public schools.*** Washington, DC: National Governors' Association.

Developed as a supporting document for the Governors' Task Force on Rural Development's report, "New Alliances for Rural America," this paper lays out the rural reality that requires sensitive policy initiatives designed specifically for rural education. The impact of economic competitiveness and educational reform, and the effect of urbanization and industrialization on rural schools and communities are described to shed light on the relationship between rural development and public education. The rural situation from the 1980s and beyond, including an in-depth discussion of rural schools, educational reform, and rural development, are also examined. Finally, the Rural School and Community Development Model, which includes six sequential components allowing local districts greater flexibility in designing the program to fit school and community needs, is discussed. Additional initiatives to strengthen the role that public schools play in the economic health of the rural regions of the country are presented. ztb (36 pages, $6.00)
ADDRESS: National Governors' Association, Publications Office, 444 N. Capitol Street, Suite 250, Washington, DC 20001-1572, (202) 624-5300

Trends

Stephens, E. R. (1988, November). ***The changing context of education in a rural setting*** (Occasional Paper 26). Charleston, WV: Appalachia Educational Laboratory.

Communities defined as rural differ significantly among themselves, probably as much as they differ from urban communities. An understanding of these differences can prevent costly mistakes in policymaking and programming.

This paper explores the impact of current economic, social, political, and educational trends on rural America. The effects of these trends on rural, small school districts is frequently negative. For example, a financially strapped rural district may find it costly to implement such educational reforms as mandated requirements for teacher evaluations or mandated advanced courses in specialized areas such as foreign language.

Of special interest to those managing school improvement efforts is a list of nine "core considerations" for any school improvement initiative. With emphasis in these nine areas, plus a thorough knowledge of "the new realities of education in a rural setting," policy and school improvement efforts can enhance the future of rural education. mg (89 pages, no charge)
ADDRESS: Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325, (304) 347-0400 local, (800) 344-6646 in WV, (800) 624-9120 out of state

YOUTH AT RISK

Dropouts and Adult Illiteracy

Alternatives for Leadership and Human Resource Development in Rural Communities in the South Task Force. (1989, August). ***Building partnerships for people: Addressing the rural South's human capital needs***. Mississippi State, MS: Southern Rural Development Center.

This report explores some human resource issues facing the Southern region. Two key human capital concerns prevalent in the rural South are addressed in particular: high school dropouts and adult illiteracy. These two issues serve as major impediments to the realization of economic and social progress in the area. The report argues that successful enhancement of human capital resources in the South's rural localities will require collaborative activities among families, schools, and communities. The goal of this report is to document recent social and economic shifts that have taken place in the rural South, highlighting high school dropouts and adult illiteracy, and to urge an aggressive response to these human resource shortcomings. Extensive references are included. sck (16 pages, no charge)
ADDRESS: Southern Rural Development Center, Box 5446, Mississippi State, MS 39762, (601) 325-3207

Disadvantaged Minority Students

Conklin, N. F., & Olson, T. A. (1988, November). ***Toward more effective education for poor, minority students in rural areas: What the research suggests***. Portland, OR: Northwest Regional Educational Laboratory, Center for National Origin, Race, and Sex Equity.

Beginning with a brief review of some significant barriers to high student performance, this report reviews research findings about practices that can overcome such barriers and lead to high performance by poor, minority students.

Stating that earlier efforts were flawed by a "remedial" and "cultural deficit" perspective, with low expectations of disadvantaged students, the research now suggests that a dramatically different viewpoint is called for, one which is manifested by (1) high community, family, and school expectations for all students regardless of ethnicity or socioeconomic condition; (2) active community and parent participation and partnerships; (3) skillful instruction in basic skills, learning-to-learn skills and thinking skills; (4) cultural sensitivity and relevance in curriculum materials and teaching

practices; and (5) new teaching and grouping strategies such as mastery learning, cooperative learning, and peer tutoring.

The report concludes with a discussion of major public policy issues raised by this new vision. Included in this review are new issues related to (1) the need for new policy partnerships, (2) new policy perspectives on the relationship between equity and excellence goals, (3) the nature of accountability expectations of the schools, (4) optional policy strategies to help implement new schooling strategies, (5) long- versus short-range perspectives on strategies for change, and (6) the need for continuing policy support as well as policy mandates. Finally, the report suggests that the practices emerging from the research provide a highly important information base which policymakers and practitioners should use to implement the new vision of effective education for the disadvantaged. mg (24 pages, $5.95)
ADDRESS: Northwest Regional Educational Laboratory Marketing Office, 101 S.W. Main Street, Suite 500, Portland, OR 97204, (503) 275-9500

Educational Collaborative

Elliott, J. (1988). ***Rural students at risk: Success for students at risk***. Oak Brook, IL: North Central Regional Educational Laboratory.

Reporting on the findings of a study sponsored by the North Central Regional Educational Laboratory, this paper attempts to help meet the need for identifying and describing students in rural schools who are at potential educational risk. Primary factors affecting the educational process in rural schools are geographic isolation and economic decline.

The existing limitations on rural districts suggest that the greatest chance for success will come as a result of a series of collaborative relationships. Rural schools will need to form partnerships with local communities that will maximize the inherent strengths of both such as community service programs. For many districts, survival and effective education will depend on their ability to consolidate or form partnerships with other districts in order to offer a full range of academic, vocational, and extracurricular opportunities equal to that available in nonrural environments. In order to meet the educational expectations set for them, rural students must be guaranteed the counseling and guidance they need to mediate the factors impinging on their lives.

School districts hoping to achieve educational excellence must be willing to take whatever steps are necessary to improve their capability to meet the needs of all of their students. At a minimum, these steps include improved personal and career

counseling for students, parent education, interdistrict cooperation to provide adequate school programs and curriculum, and school-community collaboration to maximize the use of scarce rural resources. mg (21 pages, $6.00)
ADDRESS: North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, (708) 571-4700

Strategies

Gruskin, S. J., Campbell, M. A., & Paulu, N. (1987, November). ***Dealing with dropouts: The urban superintendents' call to action*** (Stock No. 065-000-00321-0). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Developed from the OERI Urban Superintendents Network's meetings and activities, this report highlights the critical problem of dropouts and offers the Network's recommendations for effectively dealing with the issue. Part 1 of the booklet discusses the dropout problem and presents the superintendents' action plan for a joint effort to keep more youngsters in school until graduation and to develop more productive citizens. Part 2 describes six strategies the superintendents believe hold promise for keeping at-risk students in school—not only in urban public schools, but in suburban and rural as well. Recommendations include early intervention of at-risk youngsters, creating a positive school climate to enhance learning, setting high expectations, selecting and developing strong teachers, providing a broad range of instructional programs, and initiating collaborative efforts to reduce the dropout rate. The superintendents also describe in the report a range of policies and practices currently in place in their districts that illustrate each strategy. These examples are not all unique to the school district identified; some are replicated in other districts across the country. References are also included, along with a list of contacts in each of the districts. sck (75 pages, $3.25)
ADDRESS: Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402-9325, (202) 783-3238

At-Risk National Study

Helge, D. (1990, May). ***A national study regarding at-risk students***. Bellingham, WA: National Rural Development Institute.

Conducted by the National Rural and Small Schools Consortium and the American Council on Rural Special Education, this study was designed to compare the incidence of various types of at-risk students in rural, urban, and suburban school districts. The study

also compared incidences of at-risk students with one or more disabilities. Incidences of various categories of at-risk students at the preschool, elementary, middle, and high school levels were also compared. An at-risk student is defined as one who is involved with one or more of the following characteristics: substance abuse, suicide attempt, depression or low self-esteem; child abuse (physical, emotional, verbal, or sexual); poverty; child of alcoholic or substance abuser; illiteracy; migrant; school dropout; sexually active or pregnant; involvement with crime; minority and poor; or disability.

A primary finding of the study is that rural school respondents estimated higher percentages of children, both handicapped and nonhandicapped, in the at-risk categories. The fact that rural children fared worse than nonrural children in thirty-four out of thirty-nine statistical comparisons in the study merits concern. The analysis suggests that the social and economic strains facing rural students are every bit as serious as those facing inner-city youth. Support services are inadequate and career training and vocational education opportunities may be limited. Other findings regarding differences by at-risk category are presented.

Among the recommendations given for federal-, state-, and local-level entities included in the report was that federal and state governments must recognize the extent to which rural students are at risk. While at-risk students need and deserve academic tutoring, mentor programs, career counseling and vocational education, health and social services, and other support systems, the most basic ingredient to changing the serious problems of at-risk students, their families, and communities can be best affected by consistently enhancing self-esteem. sck ($8.00)
ADDRESS: National Rural Development Institute, Western Washington University, Bellingham, WA 98225, (206) 676-3576

Issues and Solutions

Helge, D. (1987, November). ***Serving at-risk populations in rural America***. Bellingham, WA: American Council on Rural Special Education.

This monograph discusses the high prevalence of at-risk students in rural areas, the relationship of this phenomena to rural cultures, and basic conditions associated with at-risk situations. Necessary policy and social changes are described, along with how these can be achieved within the context of a given rural community. School and community preventative and treatment services are detailed. The monograph concludes with a description of the need for systemic change, including appropriate preservice and inservice education, community-business-school partnerships, family involvement, and community education. mg (13 pages $7.00)

(continued on next page)

ADDRESS: American Council on Rural Special Education (ACRES), Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576

Resources on At-Risk Students

Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, September). ***Students at risk: Selected resources for vocational preparation*** (MDS-111). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

The Technical Assistance for Special Populations Program designed this resource guide to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving students at risk of dropping out of school.

The guide offers its readers an array of resources on students at risk, including relevant publications; newsletters; agencies; associations; organizations; centers for educational information; services; clearinghouses; computer-based information networks; and databases.

Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. sck (80 pages, $2.75 prepaid)
ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

TEEN PARENT

Teen Parents/Community-Based Solutions

Helge, D. (1989). ***Preventing teenage pregnancies in rural America.*** Bellingham, WA: National Rural Development Institute.

This paper describes problems with teen pregnancy and community-based solutions specific to rural areas. It emphasizes that rural communities must develop school-community partnerships that design community-specific responses consistent with local needs, values, and resources. Background information is provided along with information on the following issues: success factors in pregnancy prevention programs, problems specific to rural areas, and rural-oriented approaches. Also included is a description of a rural model and a list of teen pregnancy prevention resources. sck (34 pages, $10.50)
ADDRESS: National Rural and Small Schools Consortium (NRSSC), Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576

Resources on Teen Parents

Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, August). ***Teen parents: Selected resources for vocational preparation*** (MDS-110). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

To help those individuals who provide vocational assistance to teen parents—state and local administrators, special needs educators, counselors, researchers, and others—the Technical Assistance for Special Populations Program has developed a resource guide with annotated listings of relevant publications; newsletters; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; and databases.

The guide contains information from both research and successful practice on an array of topics ranging from help in implementing the Family Support Act to guidelines for developing school completion strategies and successful employment strategies. Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. For each

entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. sck (54 pages, $2.25 prepaid)
ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

Teen Mother and Father Model Program

Riccio, J. A., & Council, D. L. (1985, September). ***The Teen Parent Collaboration: Strengthening services for teen mothers***. New York: Manpower Demonstration Research Corporation.

This report evaluates the replication of Project Redirection, a program geared toward teen mothers, in conjunction with another demonstration project geared to young fathers. The parallel projects were jointly called the "Teen Parent Collaboration." The report describes the Project Redirection approach and research issues in the second demonstration. The conclusion infers that the project can be adapted to existing school-based programs, and can be offered in rural as well as urban communities. Also discussed are the recruitment and retention of teens and volunteers, participation rates as compared to the first demonstration, and the sites' prospects for public and private support. sck (12 pages, $2.50)
ADDRESS: Manpower Demonstration Research Corporation, Department of Publications, 3 Park Avenue, New York, NY 10016, (212) 532-3200

TRANSITION

Job Placement

American Council on Rural Special Education. (1988). ***Employment incentives manual: How to motivate businesses to hire individuals with disabilities.*** Bellingham, WA: Author.

This manual was compiled to assist rural educators and direct service providers in working with potential employers. Contents include myths and facts about employees with disabilities; current legislation (1981-1985) affecting the lives of disabled individuals involved in transition/vocational education, employment, housing and aids for employment, income maintenance, transportation, and vocational rehabilitation; employee incentives; employment training; job access and accommodation including a detailed description of organizations to assist with job access, adaptation, and accommodation and an additional listing of publications on access and accommodation; and information for employers on interviewing and hiring persons with disabilities, including monetary incentive programs, tax credits and partnership programs, reimbursements for on-the-job training periods, and guides for co-workers. sck ($7.50)
ADDRESS: American Council on Rural Special Education (ACRES), Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576

Follow-Up Study

Bills, D. B., Schonert, K. A., & Elliott, J. P. (1989). ***The early employment experiences of rural youth: Early results from Iowa's class of 1983.*** Oak Brook, IL: North Central Regional Educational Laboratory.

The purpose of this research was to describe the school-to-work transition of a sample of Iowa youth whose aspirations and expectations for employment were formed during a period of severe economic dislocation and how this situation has influenced their occupational aspirations and attainments five years after high school. Four questions were addressed: (1) What are the early career decisions of Iowa's rural high school class of 1983? (2) What are the relationships between the occupational aspirations, expectations, and actual attainments of the students in the sample? (3) What can we say about the nature and quality of the jobs that these students held five years after high school? and (4) What are the career trajectories of these youth? ztb (19 pages, $3.00)
ADDRESS: North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, (708) 571-4700

Rural Transition Model and Guidelines

Elliott, B., Schalock, R. L., & Ross, I. (1988, May). ***Handbook for transition planning and implementation***. Hastings, NE: Educational Service Unit #9.

This handbook was designed to operationalize the rural transition model and to provide special education personnel serving handicapped students with suggested guidelines for transitioning handicapped students into postsecondary employment and independent living environments. It outlines the steps involved in the transition process and discusses specific procedures that will allow school personnel to develop both the skills and strategies necessary to implement and maintain postsecondary employment opportunities. Also included are current references, a glossary, a self-survey, and forms which allow the use of this handbook as a practical field guide for school and agency personnel. sck (151 pages)
ADDRESS: Educational Service Unit #9, 1117 E. South Street, P.O. Box 2047, Hastings, NE 68901-2047, (402) 463-5611

Work Experience Programs

Elrod, G. F. (1986). ***Work experience for the rural, special needs student: A pipe dream or a possibility?*** Bellingham, WA: National Rural Development Institute.

This paper, presented at the Annual Conference of the National Rural and Small Schools Consortium, concludes that work experience programs help rural handicapped, learning disabled, and economically/culturally disadvantaged students to make the transition from school to young adulthood. Vocational and prevocational work experience programs can assist in changing established behaviors and developing work behavior appropriate to rural employment needs. Procedures for building work experience programs in rural schools are included. Appendices provide sample forms for evaluating potential work experience sites, student personal information/self-evaluation, work evaluation forms, liability waivers, job training agreement, work experience contract, and evaluation questionnaires. sck (27 pages)
ADDRESS: National Rural Development Institute, Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576

Training Manual

Halper, A., Paymans, J., Wilson, L., & Bruno, M. (1990, May). ***The rural transition training manual.*** Washington, DC: George Washington University, Department of Teacher Preparation and Special Education.

This manual was developed to provide postsecondary institutions, parent and adult service organizations, and school districts with a model for preparing personnel who work with rural youth and young adults with disabilities in the transition from school to work and adult life. The manual is organized in modules which may be used, as needed, by trainers to prepare professionals to deliver transitional services to youth and young adults with disabilities. Module topics include an overview of rural transition, the rural setting, adult service alternatives, postsecondary opportunities, curriculum in transitional special education, and cooperative programming and planning. Also included in the manual are the following appendixes: parent handbook for transition, course syllabi, attitudes toward handicapped individuals in rural settings, negotiating cooperative agreements, work readiness skills (a curriculum unit), program description, and rural transition program specialist. sck (275 pages, $9.95)
ADDRESS: George Washington University, Department of Teacher Preparation and Special Education, ATTN: Martha Washington, 2001 G Street, Suite 524, Washington, DC 20052, (202) 994-4519

Transition Resources

Kallembach, S. C. (Comp.). (1989, January). ***Resources to facilitate the transition of learners with special needs from school to work or postsecondary education.*** Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program. (ERIC Document Reproduction Service No. ED 308 317)

This guide is intended to assist state and local administrators of vocational special needs programs, special needs teachers, counselors, and others interested in strengthening the transition of special needs learners to workplaces and continuing education programs.

Resources listed in the guide include handbooks, curriculum guides, and other materials produced by state departments, OSERS and state funded projects, organizations, and associations. Journals, newsletters, annotated bibliographies, and directories addressing transition issues are included. Clearinghouses, state vocational and technical education curriculum centers,

associations, organizations, education information services, and a list of toll-free numbers are also included.

Materials listed in the guide are categorized by the common components of transition: functional school curricula, integrated school services, interagency cooperation, cooperative planning, staff development, community-based instruction, parental involvement, employment, and support services. An annotation is provided for each entry, along with the price and ordering information whenever possible. sck (130 pages, $5.00)
ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

Program Improvement Strategies

Kleinfeld, J. S., et al. (1985). ***Alaska's small rural high schools. Are they working?*** (ISER Report Series No. 58). Fairbanks: Alaska University, Center for Cross-Cultural Studies, Institute of Social and Economic Research. (ERIC Document Reproduction Service No. ED 266 915)

Interviews with principals and school board presidents, site surveys of 32 randomly selected schools, achievement test scores, and in-depth studies by educators provided data describing educational programs, identifying educational problems, and revealing strategies to strengthen the 162 small rural high schools located in Alaskan communities of fewer than 1,000 residents and serving less than 100 students (mostly Eskimo and American Indian). Successful strategies have been developed to increase course and teacher variety, provide vocational education, prepare students for college, raise achievement test scores, teach students about the outside world, and help rural students through the transition to adulthood. Tables provide statistics on curricular offerings, extracurricular activities, staffing, facilities, academic achievement, and vocational education. sck (176 pages)
ADDRESS: ERIC Document Reproduction Service, Cincinnati Bell Information Systems Federal (CBIS/EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, (800) 443-ERIC

Educational Placement Follow-Up Study

Schonert, K. A., Elliott, J. P., & Bills, D. B. (1989). ***College attendance patterns of rural youth: Results from rural Iowa's class of 1983***. Oak Brook, IL: North Central Regional Educational Laboratory.

This paper describes the "educational pathways" taken by rural youth in Iowa during the first five years after high school graduation. Profiles of typical rural Iowa youth within four descriptive educational categories (two-year persister, two-year nonpersister, four-year persister, four-year nonpersister) are provided. Using these categories, respondents were examined and compared on the following characteristics: family background, significant other influence (familial), other influence (extra familial), student characteristics, and high school and college background.

The study reveals that almost eighty percent of the students enrolled in a postsecondary institution sometime during the first five years after high school graduation. It appears that the educational attainment of rural Iowa youth is nonreflective of rural youth as typically portrayed in the literature. ztb (39 pages, $3.00)
ADDRESS: North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, (708) 571-4700

Effective Programs

Schwartz, P. (1987, February). ***Rural transition strategies that work***. Bellingham, WA: American Council on Rural Special Education.

A need for successful rural transition strategies and exemplary rural transition programs has arisen as rural communities have begun to develop programs to assist rural students with disabilities in the transition from school to employment and community integration. Effective models exist for transition in urban areas. Rural communities, however, do not have the wide spectrum of services that are present in urban communities. Rural areas also may not have a variety of employers to provide job training and future employment for individuals with disabilities, and some rural communities lack any local employment or industry. A number of creative options have been developed to meet the unique challenges of transition in rural areas. The rural transition strategies described in this manual have been developed by rural educators and found to be effective in the communities in which they were established. The strategies described herein include programs in career planning, job placement, curricula, parental involvement, job training, supported employment,

interagency collaboration, and transportation. They capitalize on unique rural resources: the close relationship between rural citizens and employers, the sense of community found in small towns, and the urge to "help one's own." mg (20 pages, $8.25)
ADDRESS: American Council on Rural Special Education (ACRES), Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576

Collaboration

Terstegge, F., & Pless, M. (1988). ***A collaborative transition planning system for rural communities: Butte County SELPA case study.*** Sacramento, CA: Resources in Special Education.

This document is a description of the roles played by individuals and agencies responsible for the successful development and implementation of transition planning. It includes documentation of the procedures utilized in the development of a successful transition process. The report would be useful to anyone who was interested in replicating the processes in a Special Education Local Planning Area (SELPA) with similar demographics. sck (200 pages, $15.00)
ADDRESS: Resources in Special Education (RISE), 900 J Street, Sacramento, CA 95814-2703, (916) 442-7391

Job Placement Preparation

Vaughn, D. L., & Vaughn, P. R. (1986). ***Preparing rural students for an urban work environment: A handbook for educators.*** Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

This handbook provides rural administrators, teachers, and counselors with guidelines for working with rural youth who will be seeking jobs in urban areas. Vocational and academic teachers are charged with meeting objectives that usually stress learning of skills and concepts that will help students hold jobs. Just as important, however, are the day-to-day skills an individual needs to exist in an urban environment. Researchers have suggested that schools can best assist rural youth in urban job/career adjustment by linking career counseling and teaching to economic and industrial concepts; upgrading mathematics, science, and computer expertise and relating these areas to specific urban jobs; involving parents; including minorities and females; emphasizing rural entrepreneurship; exploring jobs/careers; practicing interview skills, resumé preparation, and job skills; explaining how to use urban services and facilities to best advantage; and practicing decision-making skills.

Materials in this handbook can be used independently or integrated into existing programs and activities for both youthful and adult students. In addition to classroom applications, rural counselors can use individual or group counseling sessions to share the tips for survival offered throughout the publication. mg (51 pages, $6.50)

ADDRESS: ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325-1348, (304) 347-0400

SUPPORT SERVICES/PROGRAMS FOR ADULTS

Educating Rural Women

Dunne, F. (1985). ***Places in the system: New directions for the vocational education of rural women*** (Occasional Paper No. 108). Columbus: Ohio State University, The Center on Education and Training for Employment.

The author discusses the economic future for women in rural communities, pointing out that traditional vocational education approaches do not meet the needs of rural women. Programs that do offer training tend to lock rural women into low-paying, traditionally female jobs. Two major recommendations are made to help alleviate the problems of the rural working woman: (1) reorient the perceptions regarding rural women's occupations, and (2) reorient delivery systems to provide accessible and appropriate vocational preparation to rural women. The following alternative delivery systems are presented as models: community apprenticeships, school-based enterprises, and network-based training and support services. sck (16 pages, $2.75)
ADDRESS: Center on Education and Training for Employment, Ohio State University, 1900 Kenny Road, Columbus, OH 43210, (800) 848-4815

Welfare-to-Work Programs

Figueroa, J. R., & Silvanik, R. A. (1990). ***State welfare-to-work programs: Four case studies***. Washington, DC: National Governors' Association, Center for Policy Research.

This report, which describes the welfare-to-work programs in New York, Rhode Island, South Carolina, and Washington, constitutes the second phase of a study which aimed to broaden knowledge and examine the provision of educational services in state welfare-to-work programs. The four states included in the study were selected to reflect variations among economic conditions, geographical areas, program components, educational services, state funding levels, and Aid to Families with Dependent Children (AFDC) benefit payments. State welfare officials from each state were asked to select two local programs for inclusion in the site visits. These officials were asked to select a rural and an urban site and, to the extent possible, one local area that had been operating the program for some time and one that had recently begun operations. Each case study includes information on program administration, service delivery, program components, educational and other services, child support enforcement, and support services. ztb (72 pages, $15.00) (continued on next page)

ADDRESS: National Governors' Association, Publications Office, 444 N. Capitol Street, Suite 250, Washington, DC 20001-1572, (202) 624-5300

LEP Adult Programs

Fleischman, H. L., & Willette, J. (1988, November). ***An analysis of vocational training needs and services for limited English proficient adults***. Arlington, VA: Development Associates, Inc.

This document brings together the major findings from a study of vocational training and other employment-related services for limited-English proficient (LEP) adults and out-of-school youth. The study was part of the National Assessment of Vocational Education carried out within the U.S. Department of Education. Chapter I provides an introduction while Chapter II presents the estimates and projections of the LEP adult population in need of vocational education and related-employment services. A framework for describing models of vocational training and other employment-related services for LEP adults is described in Chapter III. Chapter IV presents the overall findings of six case studies conducted to examine services and policies concerning the provision of vocational services to LEP adults. Conclusions and 18 recommendations are presented in Chapter V. The major conclusions of this study are interesting in that (1) the number of LEP adults who lack the skills to compete in the future U.S. labor market is increasing; (2) neither the federal nor state governments are adequately addressing this issue; and (3) the growing LEP adult population is impacting most heavily on selected urban areas and rural agricultural areas in certain parts of the country. sck (36 pages)
ADDRESS: National Assessment of Vocational Education (NAVE) Reports, Attention: Karen Cossaro, U.S. Department of Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Room 3141, Washington, DC 20202-7241, (202) 732-2453

Uses of Technology

Harlacher, E. L. (Ed.). (1988). ***Cutting edge technologies in community colleges***. Washington, DC: American Association of Community and Junior Colleges.

Glimpses of future uses of technology in higher education and case studies of community and junior colleges who use such technology now are included in this monograph. Electronic connections, global trends, satellite networks, and interactive video productions are discussed. The content in this monograph responds to the Commission on the Future of Community Colleges' recommendation "that every community college develop

a campuswide plan for the use of technology, one in which educational and administrative applications can be integrated." It is divided into three parts, which address the challenge of the future, the state of the art, and future leadership requirements. sck (116 pages; $11.25 member, $15.00 nonmember)
ADDRESS: American Association of Community and Junior Colleges, Publications, 80 S. Early Street, Alexandria, VA 22304, (703) 823-6966

Gender Equity

Klein, S. S. (Ed.). (1985). ***Handbook for achieving sex equity through education***. Baltimore, MD: The Johns Hopkins University Press.

This book addresses key issues and effective strategies designed to achieve gender equity in or through education. It provides a set of assumptions about gender equity phenomena in education which are set forth for examination, clarification, and modification where necessary. Topics range from the need for change in career and vocational education to programs for minority, gifted, and rural women. The authors of each chapter examine how gender equity activities in their area can help end sex stereotyping; modify attitudes, perceptions, and behavior; and bring about other changes important to parents, educators, and society. ztb (544 pages; $18.95 member, $22.95 nonmember)
ADDRESS: American Vocational Association, Department 490ARC, 1410 King Street, Alexandria, VA 22314, (703) 683-3111

Rural Job Training System

Redwood, A., Krider, C. E., & Eskew, D. E. (1989, August). ***Employment training and retraining in rural communities***. Washington, DC: National Governors' Association.

Submitted as one of the background papers to the Governors' Task Force on Rural Development's report, "New Alliances for Rural America," this paper discusses changes in the labor force and economy that particularly impact rural areas, identifies problems with existing training programs, and proposes state policies for improving the rural job training system. Recommended for consideration by all states are the following rural job training policy options designed to influence rural development positively: (1) coordinate federal and state job training assistance programs, (2) increase the emphasis of existing federal job training programs on economic development, (3) develop a set of state job training programs to complement federal programs, (4) enhance the capacity and responsiveness of postsecondary educational institutions to meet the training and retraining needs of firms and

rural workers, (5) develop ways to finance job training/retraining programs, and (6) encourage cooperation among rural communities for job training programs. ztb (34 pages, $6.00)
ADDRESS: National Governors' Association, Publications Office, 444 N. Capitol Street, Suite 250, Washington, DC 20001-1572, (202) 624-5300

Access to Rural Services and Education for Adults in Crisis

Spears, J. D. (1987, December). ***Education's response to the rural crisis: Model programs in the Midwest.*** Manhattan, KS: Rural Clearinghouse for Lifelong Education and Development.

This inventory resulted from the efforts of the Action Agenda Project to explore how the needs of adults in rural communities in crisis are recognized, defined, and addressed by both educators and social service agencies. Concerned with improving rural access to educational programs and information, the project's goals were to (1) develop a comprehensive view of the educational programs developed in response to the farm crisis, (2) facilitate the exchange of information on programs both within and among the states, (3) identify and highlight programs that could serve as models to other states, and (4) examine the role educational institutions take on in responding to the needs of adults in crisis. Information was gathered from the eight Midwestern states of Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, and South Dakota. The inventory identifies the need, a description of the project, service delivery, resources developed and available to others, quantitative and qualitative outcomes, funding, and the name of a contact person. sck (184 pages)
ADDRESS: Rural Clearinghouse for Lifelong Education and Development, College Court Building, Kansas State University, Manhattan, KS 66506, (913) 532-5560

Rural Economic Development

Thomas, M. G. (1989, April). ***A portfolio of community college initiatives in rural economic development.*** Kansas City, MO: Midwest Research Institute.

The portfolio is intended for use by community and technical college administrators at state and local levels and by local community leaders and economic development organizations. Section 1 profiles twenty local community college initiatives in rural economic development. The profiles provide a wide range of alternative models for effective programs which go beyond traditional job training efforts. Each profile describes the genesis of the program; recruitment, delivery, and staffing; participants;

funding sources; linkages with traditional economic development organizations; a local contact person; and available materials. Extensive use is made of quotes by local college administrators to highlight key points for others to consider in establishing similar programs. A second section summarizes state programs that are community college-based and that have implications for rural economic development. The state summaries are predominantly job training programs to enable community colleges to provide customized job training. However, in a few instances there are key innovations that encourage use of these institutions as statewide economic development tools and technology transfer vehicles. The portfolio also contains an executive summary with conclusions drawn from the research. sck (120 pages, $15.00)
ADDRESS: Midwest Research Institute, Economics and Management Sciences, 425 Volker Boulevard, Kansas City, MO 64110, (816) 753-7600

Economic Self-Sufficiency for Rural Women

U.S. Department of Labor, Office of the Secretary, Women's Bureau. (1985). ***Employment programs for rural women***. Washington, DC: Author.

This publication provides a how-to guide describing some of the Department of Labor's demonstration projects for rural women. The models are intended for use by community-based organizations and by local and state governmental units concerned with increasing the employment opportunities of women and assisting them toward achieving greater economic self-sufficiency. The business community may also find the various training concepts useful. The goals of the two projects in the publication are to enhance the ability of economically disadvantaged rural women to obtain an equitable share in the labor market. mcw (39 pages, no charge)
ADDRESS: Women's Bureau, U.S. Department of Labor, 200 Constitution Avenue, NW, Washington, DC 20210

DELIVERY SYSTEM MODELS

Effective Programs and Practices

Coe, P., & Simms, D. (1990). ***From one rural school to another.*** Charleston, WV: Appalachia Educational Laboratory.

As part of a national effort to determine what practices are effective in rural schools, the Appalachia Educational Laboratory's (AEL) Rural, Small Schools (RSS) program identified effective programs and practices in the four-state AEL Region of Kentucky, Tennessee, Virginia, and West Virginia. Members of the RSS program's state advisory groups and others knowledgeable about rural education in their states nominated programs over the two year period spanning 1987 to 1989. After receiving preliminary information, RSS staff requested additional information from all programs that appeared to be promising on the basis of the following criteria: general worth, evidence of effectiveness, the quality of being novel, and rurality. The programs included in this booklet are those that a majority of AEL state advisory group members in each state recommended for inclusion. mcw (38 pages, $5.50)
ADDRESS: Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325, (304) 347-0400 local, (800) 344-6646 in WV, (800) 624-9120 out of state

Skill Pyramid Model

Grossman, G. M. (1988). ***Secondary vocational training in technologically intensive industries in Arizona: New directions in rural education.*** Flagstaff: Northern Arizona University, Arizona Center for Vocational Education. (ERIC Document Reproduction Service No. ED 302 641)

This paper describes the Model Programs for Rural Vocational Education project which was conducted in 1987-1988 to provide research and recommendations for the direction of rural education in Arizona. The model is designed for students in grades 7 through 12 and is based on the principle that it is no longer adequate to view vocational-technical education as an alternative to skill development in other areas. It revolves around a skill pyramid, according to which students proceed from mastering basic skills to mastering employability, occupational, and job-specific skills. The proposed curriculum is a developmental and sequential one that is designed to begin in the 7th and 8th grades (where the focus would be on basic and employability skills) and would continue through the high school years (where the focus would gradually evolve from employability skills through the more general occupational skills and eventually culminate in job- and employer-specific skills). The model outline presented in this

report includes a listing of the skills and specific courses to be taught at each grade level along with specific recommendations concerning appropriate school-industry relationships and guidelines for using the concept of magnet schools. References are included. sck (45 pages)
ADDRESS: ERIC Document Reproduction Service, Cincinnati Bell Information Systems Federal (CBIS/EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, (800) 443-ERIC

Effective Programs

Hayward, B. J., Adelman, N. E., & Apling, R. N. (1988, February). ***Discussion papers for the National Assessment of Vocational Education. Exemplary secondary vocational education: An exploratory study of seven programs.*** Washington, DC: National Assessment of Vocational Education, U.S. Department of Education.

Among the investigations commissioned by the NAVE to address the information needs of Congress was a small exploratory study of exemplary secondary vocational education. This report includes (1) a discussion of the study purposes and methods, (2) a synthesis of major findings, and (3) case studies of seven effective secondary vocational education schools or programs. Chapter I provides an overview of the study purposes and methods. Chapter II contains study findings on program effectiveness, program evaluability, program replication or adaptation, and responses to the educational challenges of the 1980s. Identified as the chief characteristics of program effectiveness for secondary vocational programs were (1) clear and uniform understanding among administrators, teachers, parents, and students concerning the chief goals of secondary vocational education in a particular setting; (2) consistent attention to the development of student self-esteem; (3) strong program or school leadership which is characterized by creativity, flexibility, and commitment to vocational education as an integral component of secondary education; (4) inclusion of employability skills development as a key component of vocational curricula; (5) presence of a strong cooperative education component that provides students with support as they make the transition from school to work; and (6) implementation of strategies to provide effective programs for special needs students, including students who are handicapped, economically or educationally disadvantaged, LEP, or disaffected. The remaining chapters present components of the case studies according to the following types of delivery systems: comprehensive high school, school-within-a-school model, specialty vocational high school, area vocational-technical center, and rural vocational education program. sck (225 pages, no charge) (continued on next page)

ADDRESS: National Assessment of Vocational Education (NAVE) Reports, Attention: Karen Cossaro, U.S. Department of Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Room 3141, Washington, DC 20202-7241, (202) 732-2453

Educational Collaboratives

Helge, D. (1984, February). ***Problems and strategies regarding regionalizing service delivery: Educational collaboratives in rural America.*** Bellingham, WA: National Rural Development Institute.

This monograph describes the types, benefits, and problems of educational collaboratives regarding rural special education. Research-based strategies for enhancing regional service delivery are examined.

With the trend toward more educational collaboratives in all but a few states, rural educational collaboratives should be developed or improved in ways consistent with forecasts of societal trends. These will include true delegation of authority as well as responsibility, and an emphasis on networking groups of agencies and individuals for problem solving. Innovative uses of advanced technologies will be particularly advantageous in areas where geography and climate pose barriers to service delivery or collaboration.

Educational collaboratives can have positive or negative impacts on service delivery. Because of this, it is essential that regional services are designed to be consistent with local value systems of the communities in which they will be delivered. Local involvement in planning, implementation, and feedback is imperative; and it is important that regional structures are as informally accessible as they are impartially available. mg (47 pages, $14.00)
ADDRESS: National Rural Development Institute, Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576

Twelve Methods of Ensuring Quality

Kerwood, R. V., & Starsen, M. (1988, July). ***Should we cheat the rural vocational education student? Model programs for rural vocational education.*** Flagstaff: Northern Arizona University, Arizona Center for Vocational Education. (ERIC Document Reproduction Service No. ED 300 573) (continued on next page)

This project was conducted to determine how to best serve the needs of rural vocational education students in Arizona. This study examined the literature on delivering instruction in such a manner that graduates of all vocational programs have equal opportunity, equal access, and equal competitiveness in the marketplace. Problems in supplying vocational education in rural areas were identified. Twelve methods of ensuring quality in instruction to rural education that were explored include mobile units, consolidation, interactive television, one-way televised instruction, microcomputer-mainframe network, satellite computer-based instruction, full network, audio teleconferencing, videotaped lessons, interactive video, regional vocational training centers, and resource sharing. Advantages and disadvantages were identified for each method. In addition, the advantages and disadvantages of distance education were discussed. The project concluded with recommendations for rural vocational programs in Arizona to use as many types of media as possible to provide education—considering it cheaper to transport information than people—and to provide model programs for the areas being served. sck (51 pages)
ADDRESS: ERIC Document Reproduction Service, Cincinnati Bell Information Systems Federal (CBIS/EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, (800) 443-ERIC

Program Improvement Models

Mid-Continent Regional Educational Laboratory. (1986). ***Redesigning rural education: Ideas for action.*** Kansas City, MO: Author.

Clustering is suggested as one form of strategy for creating a capacity within rural communities and schools for improvement. It involves the process of schools, roughly the same size and within driving distance of one another, working together to identify and solve common problems. The strategy attempts to limit the effects of size, low density population, and isolation and connect rural schools with existing information and policy infrastructures.

Descriptions of three projects designed by the Mid-Continent Regional Educational Laboratory, undergirded by the cluster strategy in some form, are provided. Each builds on the strengths of rural communities and schools and addresses a significant problem common to rural education. The projects include "Project ACCESS," a program that builds on existing guidance/career counseling programs, providing resources to improve and expand current efforts; "Decisions About Technology," which helps school districts integrate technology into their instructional programs; and "The Rural School and Community Development," a program that makes community

planning part of the school curriculum. Additional programs that work in rural, small schools are listed with brief annotations and sources where readers can get more information. sck (21 pages, no charge)
ADDRESS: Mid-Continent Regional Educational Laboratory, 4709C Belleview Avenue, Kansas City, MO 64112, (816) 756-2401

Promising Practices

The National Rural, Small Schools Task Force. (1988). ***End of the road: Rural America's poor students and poor schools. National Rural, Small Schools Task Force report to the Regional Educational Laboratories*** (Publication No. AL-388-MW). Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands.

Poor schools in rural America often find themselves at "the end of the road" when it comes to help in finding, funding, and implementing school improvement practices. But promising practices for rural schools do exist. A review of these practices by the National Rural, Small Schools Task Force concludes that activities conducted directly with rural school personnel and communities have the most potential in helping small, rural school districts. The Task Force also found it important that agencies and institutions be identified that will help rural schools use promising practices, and that means be created through which these can be identified, described, and shared.

Thirty-nine promising practices, developed or identified by the regional educational laboratories, are described in this publication. A sample of these includes an audiographic system that links thirteen rural, isolated schools through telephone and desk-top computer; a network of agencies that provides career guidance to postsecondary students; a program that mixes district leadership teams to improve reading; a network of more than six hundred school districts and educational service agencies that helps the districts address common needs and share resources; a program to help educators plan, implement, and evaluate distance education technologies; a network to disseminate information about computer-managed instruction; and a plan to teach writing at all grade levels and in all subjects, including science and mathematics. The report also includes recommendations from the National Rural, Small Schools Task Force to the regional educational laboratories on the laboratories' work in rural, small schools. sck (71 pages, no charge)
ADDRESS: Council for Educational Development and Research, 1201-16th Street, NW, Suite 305, Washington, DC 20036, (202) 223-1593

Rural Educational Cooperatives

Sommer, A. (1990, May). ***Rural school district cooperatives***. Portland, OR: Northwest Regional Educational Laboratory.

Isolated districts with small and resource-poor schools, often find they share a need to balance their desire for independence with their need for assistance in delivering a quality educational program. In meeting this challenge, rural schools have been in the forefront of successful cooperative efforts: linking their districts with other districts, with outside agencies, and with private industry.

This paper examines the primary issues which influence rural educational cooperatives. The first section presents a working definition of cooperatives, highlights the benefits of rural cooperatives, and outlines the key points necessary for creating effective rural interdistrict cooperatives. The second section features a brief planning guide for cooperative development and identifies potential trouble spots.

While the document focuses on rural settings, pertinent findings from urban cooperatives are included. Further, the paper assumes that the reader is either interested in or curious about the policy issues surrounding cooperative development and maintenance. The central focus of the paper, therefore, is on the local policy choices which will affect rural school district cooperative development and maintenance. A bibliography is also included. sck (47 pages, $7.80)
ADDRESS: Northwest Regional Educational Laboratory, Document Reproduction Service, 101 S.W. Main Street, Suite 500, Portland, OR 97204-3212, (503) 275-9500

Rural Educational Collaboratives

Thomas, R. G., et al. (1986). ***Access to educational opportunity in rural communities: Alternative patterns of delivering vocational education in sparsely populated areas. Volume 5: Clay-Wayne County joint agreement (A decentralized noncenter agreement)***. Alexandria, VA: ERIC Document Reproduction Service. (ERIC Document Reproduction Service No. ED 270 287)

A decentralized noncenter agreement pattern of interschool district cooperation is examined in this final of four case studies addressing access of rural students to vocational education. The report identifies essential features of this form of cooperation, details factors facilitating/impeding the operation/maintenance of the cooperative arrangement, assesses the program's compatibility with its three-county southwestern Illinois setting, and

the cooperative arrangement, assesses the program's compatibility with its three-county southwestern Illinois setting, and recommends modifications for further study and development. Chapter I presents study background, purposes, and methods. Chapter II outlines political and demographic setting characteristics. Chapter III analyzes size, facilities, finances, governance, staff, scheduling, curriculum, students, and perceptions of school personnel and community members of the participating school districts. Chapter IV focuses on the history, legal structure, financing and costs, size, staff, scheduling and curriculum, students, and transportation needs of the center. Chapters V through VII detail consumer homemaking, occupational home economics, and vocational agricultural programs. Chapter VIII concludes that this type of approach works best where distances between communities are relatively short and schools have high-quality programs not offered by other districts. It also recommends that this concept be explored further. Appendices contain the continuing vocational joint agreement documentation and billing worksheet. sck (92 pages)
ADDRESS: ERIC Document Reproduction Service, Cincinnati Bell Information Systems Federal (CBIS/EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, (800) 443-ERIC

School-Business Collaboration

Wall, M., Luther, V., Stoddard, S., Baker, K., & Zangari, N. (1989, June). ***Schools as entrepreneurs: Helping small towns survive***. Lincoln, NE: Heartland Center for Leadership Development.

One of the greatest barriers for communities working toward a business-education cooperative approach to economic development is the lack of information on workable models of school-business partnerships. The Heartland Center undertook a national research project to identify innovative school-based business projects as one way of underscoring the school-business partnership for economic development. Included in this report is information on the entrepreneurial activities of seven community schools and a rural midwestern college plus "10 Strategies for Making the Connection" between rural schools and economic development. Also addressed in the report are legal considerations for school-based businesses. sck (23 pages, $5.00)
ADDRESS: Heartland Center for Leadership Development, 941 "O" Street, Suite 920, Lincoln, NE 68508, (402) 474-7667

Rural Educational Collaboratives

Zelle, R. K., & Miller, W. W. (1987). ***Jointly administered programs: An alternative for student access to quality vocational programs.*** Alexandria, VA: ERIC Document Reproduction Service. (ERIC Document Reproduction Service No. ED 288 087)

The purpose of this study was to determine if offering jointly administered vocational programs shows a significant, positive cost-benefit relationship over not offering vocational courses. Emphasis was on smaller rural school districts that may not otherwise be able to support a full-time program. Nine factors listed by Thomas and Peterson (1984) were examined. A survey instrument was distributed to superintendents, high school principals, and school board chairpersons in Area Education Agency 7 in Northeast Iowa. Survey findings supported very strongly six of the nine factors of perceived cost-benefit relationship for offering jointly administered vocational programs: low risk, substantial proportion of students served, efficiency of scale and smaller financial burdens, no duplication of services, perceived important, and representation and cost assessment. Three factors showed less agreement: low costs, financial arrangements based on exchange, and costs distribution based on equality. Conclusions were that low costs were of less concern to school board presidents than offering high quality vocational programs. Data strongly supported the belief that vocational programs in high schools were important. sck (67 pages)
ADDRESS: ERIC Document Reproduction Service, Cincinnati Bell Information Systems Federal (CBIS/EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, (800) 443-ERIC

RURAL CONDITIONS/RURAL DEVELOPMENT

Demographics and Issues

Castle, E., & Baldwin, B. (Eds.). (1988, May). ***Proceedings of the First Annual Meeting of the National Rural Studies Committee*** (Hood River, OR). Corvallis, OR: National Rural Studies Committee.

This proceedings addresses rural issues at three levels: rural areas generally, specific approaches or problems of rural areas, and regional issues. In addition to sharing research findings, presentations were designed to offer an understanding of the rural America that has been captured in American literature. The nature of rural employment was explored by a regional and urban economist. Opportunities and obstacles to rural economic development, sociodemographic trends, rural families under stress, and the role of state government were among topics discussed by panel presentations. Issues related to the natural environment and its effect on traditional economic activities and the local residents were discussed.

Of special interest are addresses regarding rural employment. Included are profiles of rural workers and where they are employed, along with extensive references. sck (94 pages)
ADDRESS: Western Rural Development Center, Oregon State University, 307 Ballard Extension Hall, Corvallis, OR 97331-3607, (503) 737-3621

Issues/Problems

Castle, E., & Baldwin, B. (Eds.). (1989, May). ***Proceedings of the Second Annual Meeting of the National Rural Studies Committee*** (Greenville, MS). Corvallis, OR: National Rural Studies Committee.

This proceedings is designed to illuminate important national problems that exist in rural areas, and to investigate important regional and local issues. Economic development policies, leadership development education, and nondiscrimination and affirmative action policies were explored. Extensive demographics are included, profiling the education level of the rural poor. sck (94 pages)
ADDRESS: Western Rural Development Center, Oregon State University, 307 Ballard Extension Hall, Corvallis, OR 97331-3607, (503) 737-3621

Economic Growth

John, D., Batie, S., & Norris, K. (1988, May). ***A brighter future for rural America? Strategies for communities and states***. Washington, DC: National Governors' Association.

This publication outlines the competitive challenge facing rural America and reports on signs of hope for the rural economy. Three main issues are addressed: (1) patterns of growth, (2) characteristics of success, and (3) opportunities for states and communities. Included is a literature review on the location of economic growth in the rural areas. A model that was developed to predict patterns of economic growth at the county level in the rural Midwest in 1979-1984 is also described. This model was used to identify eight high-growth rural counties in the Farm Belt that have been most successful in building a strong local economy during that timespan. An analytic overview of state initiatives to address rural economic problems is provided, followed by a discussion of six operating principles for state economic development initiatives and how these principles might be applied to rural economic problems. Areas for further research and discussion are also included. ztb (132 pages, $12.95)
ADDRESS: National Governors' Association, Publications Office, 444 N. Capitol Street, Suite 250, Washington, DC 20001-1572, (202) 624-5300

Rural Displaced Workers

Podgursky, M. (1989). ***Job displacement and the rural worker***. Washington, DC: Economic Policy Institute.

This report examines urban and rural displaced worker adjustment experience using the Bureau of Labor Statistics' Displaced Worker Survey (January 1986). Among other findings, rural displaced workers tend to have less formal education than do urban displaced workers. Rural displaced workers include relatively fewer women, blacks, or Hispanics. Also better-educated workers generally fare better following displacement. Rural workers had far lower weekly earnings on their former job than did workers in large urban areas, and tend to be more heavily concentrated in manufacturing jobs and in less-skilled blue-collar occupations. Since rural jobs generally provide fewer fringe benefits such as health insurance, displaced rural workers are less likely to find new employment with health care coverage. Displaced rural workers are also more likely to stop looking for work.

Any policy response must be directed toward renewed earnings growth for rural employment. In addition, if dislocated worker adjustment is to be targeted to those in greatest need, then rural workers deserve special attention.

Included in the appendix is background information on the Displaced Worker Survey upon which this study was based, along with a bibliography. sck (20 pages, $8.00)
ADDRESS: Economic Policy Institute, 1730 Rhode Island Avenue, NW, Suite 812, Washington, DC 20036, (202) 775-8810

Economic Trends

Reid, J. N., Bluestone, H., Majchrowicz, T. A., Miller, J. P., & Long, C. A. (1988, August). ***Economic realities in rural America: Recent trends, future prospects.*** Washington, DC: National Governors' Association.

Submitted as one of the background papers to the Governors' Task Force on Rural Development report, "New Alliances for Rural America," this paper presents recent trends and future prospects for the rural economy. Featured are discussions of the nature of the economy in the 1980s, differences in performance among nonmetro counties, structural elements of the rural economy, and projected employment growth rates from 1984-2000. The challenge posed for policymakers is to determine whether cost-effective programs can be developed to improve the economic competitiveness of rural communities and to enhance their ability to cope with economic change. The appendix includes comprehensive state-by-state data on nonmetro economy and other supporting data. ztb (59 pages, $6.00)
ADDRESS: National Governors' Association, Publications Office, 444 N. Capitol Street, Suite 250, Washington, DC 20001-1572, (202) 624-5300

Demographics and Policy Issues

Rodgers, H. R., Jr., & Weiher, G. (Eds.). (1989, September). ***Rural poverty: Special causes and policy reforms*** (Studies in Social Welfare Policies and Programs No. 12). Westport, CT: Greenwood Press, Inc.

This volume studies the differences between the rural and urban poor, concluding that rural poverty is more likely than its urban counterpart to be caused by inadequate unemployment compensation, rising unemployment, depression in the agricultural sector (the "farm crisis"), and discriminatory welfare regulations. The various authors offer alternate strategies necessary to reach this less visible but equally needy group, and they also suggest alternate reforms designed to mitigate poverty in rural America.

This work examines two questions: (1) do rural and urban poverty result from different causes? and (2) are special programs needed to

ameliorate rural poverty? Although poverty rates are higher in rural than in urban regions of this country, the rural poor are far less likely to receive assistance. One significant reason is that the rural poor are more often employed and more likely to have assets that make them ineligible for benefits. This is only one of several indications that rural poverty requires specifically tailored programs to address its unique causes and problems.

The work begins with an examination of ways of measuring poverty and goes on to look at the utilization of welfare programs. Two essays are then devoted to the role of the labor force. The work concludes with three approaches to reform. An index and bibliography complete the volume. sck (190 pages, $39.95)
ADDRESS: Greenwood Press, Inc., 88 Post Road West, Box 5007, Westport, CT 05881, (203) 226-3571

Working Poor Profile

Shapiro, I. (1989, October). ***Laboring for less: Working but poor in rural America***. Washington, DC: Center on Budget and Policy Priorities.

This report, one of two reports on the nonmetro working poor, profiles the working poor and the factors that influence their numbers. The first part of the report is a profile of the working poor living outside metropolitan areas—the nonmetro poor. It examines the extent of work among the nonmetro poor, the extent of poverty among nonmetro workers, and the occupations in which nonmetro working poor are employed. The second part examines the factors that lie behind the increase over the past decade in the ranks of the working poor in nonmetro areas. Among these factors are higher unemployment rates, wage levels, education levels, and government assistance programs. A number of policy directions that would benefit the rural working poor are mentioned in the conclusion. sck (55 pages)
ADDRESS: Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC: 20002, (202) 544-0591

State Activities

Task Force on Rural Development. (1988, August). ***New alliances for rural America***. Washington, DC: National Governors' Association.

This report was a result of the National Governors' Association Task Force on Rural Development's effort to get the state governments involved in the restructuring of rural America. The Task Force submits a twelve-point agenda for state action in rural development grouped under three broad areas: help rural communities plan and invest for the future; provide greater

flexibility in standards, regulations, and requirements; support local efforts to restructure local institutions; and help rural communities take advantage of opportunities for economic growth. In addition, the Task Force recommends an agenda for federal commitment to rural America which focuses on funding for programs, building a federal-state-local alliance, and developing sensitive federal policies. The endnote provides a definition of the term "rural," a list of background papers, and suggested readings. ztb (67 pages, $15.00)
ADDRESS: National Governors' Association, Publications Office, 444 N. Capitol Street, Suite 250, Washington, DC 20001-1572, (202) 624-5300

Rural Policies and Programs

Unruh, T., & John, D. (1989). ***State initiatives in rural development***. Washington, DC: National Governors' Association.

Developed as one of the supporting documents to the report of the Governors' Task Force on Rural Development entitled "New Alliances for Rural America," this paper offers short analyses of rural policies and programs in the four states of Kansas, Minnesota, New York, and Pennsylvania and suggests some factors that have led to the strategies they have adopted. Two significant conclusions are suggested: (1) although the "dual economy" theme is a powerful argument for a special rural development policy, it is not one that can be applied universally, and (2) rural policy is not synonymous with rural programs. Data on rural and metro economic performance by state is presented in the appendix. ztb (31 pages, $6.00)
ADDRESS: National Governors' Association, Publications Office, 444 N. Capitol Street, Suite 250, Washington, DC 20001-1572, (202) 624-5300

GENERAL LITERATURE

Small and Rural College Approaches to Addressing Critical Issues

American Association of Community and Junior Colleges. (1988). ***Small-rural community colleges.*** Washington, DC: Author.

The American Association of Community and Junior Colleges Commission on Small/Rural Community Colleges has prepared this monograph to help create a basis of information from which additional research will be stimulated. The Association has determined that the issues and problems for the small and rural college are essentially the same as those of larger urban counterparts. The difference is the method of responding to the issues or solving the problems. The Commission surveyed nearly six hundred institutions in order to identify some of the unique approaches used by small and rural colleges. The chapters in the monograph represent a synthesis of the data and address economic development, cultural and civic responsibility, high school connections and partnerships, literacy practices, uses of technology, resource development, and open access. sck (68 pages; $8.00 member, $10.00 nonmember)
ADDRESS: American Association of Community and Junior Colleges Publications, 80 S. Early Street, Alexandria, VA 22304, (703) 823-6966

Social and Economic Problems/Issues

Grant, William T. Foundation Commission on Work, Family, and Citizenship. (1988, November). ***The forgotten half: Pathways to success for America's youth and young families. Final report.*** Washington, DC: Author.

The William T. Grant Foundation Commission on Work, Family, and Citizenship's Final Report concludes the study of *The Forgotten Half: Non-College Youth in America.* The report reaches beyond the boundaries of school and work into the families and communities where young people learn the lessons and dreams of adulthood. It outlines the profound social and economic changes that have altered the shape and sometimes challenged the effectiveness of America's two central social institutions—family and community. The document features not only diagnoses for treating youth in trouble, but prescriptions to foster the healthy development of all youth and to prevent trouble from occurring. The Commission's perspective is straightforward: As partners in today's world, and shapers of tomorrow's, young people deserve our respect, as well as greater attention to their

most pressing needs. The Forgotten Half particularly deserves greater public and private investments in its future—investments that will benefit all Americans. This report suggests four major strategies to help young people in the Forgotten Half regain hope for the future and make a successful entry into the adult world: (1) enhance the quality of youth-adult relationships, both in and out of the family; (2) expand community supports, with an emphasis on youth service and youth leadership activities, to help integrate all young people into their communities and the nation; (3) extend and improve current employment opportunities for more noncollege-bound youth; and (4) take a long stride toward more equitable youth education and training policies with a proposed new Fair Chance: Youth Opportunities Demonstration Act. sck
(202 pages, $5.00)
ADDRESS: William T. Grant Foundation Commission on Work, Family, and Citizenship: Youth and America's Future, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 301, Washington, DC 20036-5541

Condition of Rural Education

Harned, C. (1989). ***Describing rural primary and secondary education: The role of state education agency information***. Oak Brook, IL: North Central Regional Educational Laboratory.

This is one of a series of four reports that profile conditions in rural education using large computer-readable databases collected at the federal, regional, and state levels. This report addresses the degree to which data collected can be used to describe the condition of rural education in the following states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Analysis was focused on the administrative files of state education agencies in four categories: students, faculty/staff, curriculum, and transportation. In addition, two data collection efforts of the Center for Educational Statistics were reviewed: the Common Core of Data and the Schools and Staffing Survey. Potentially, this data provides a rich source of information for state and local policy formulation, planning, and administrative decisionmaking. The data enables schools to access information useful in formulating policies and programs, prioritizing these issues within individual schools, and assessing the capability to address those problems that are most closely related to their mission. ztb
(17 pages, $2.00)
ADDRESS: North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, (708) 571-4700

National Agenda

Helge, D. (1985, June). ***Establishing a national rural education research agenda.*** Bellingham, WA: National Rural Development Institute.

This report synthesizes the first comprehensive national effort to derive an empirical database for establishing rural education research priorities. Conducted by the National Rural Education Research Consortium, the study identified and rank ordered the following nine research clusters: rural school effectiveness; governance and finance issues; staff training needs/advanced technologies as resources; teaching styles and incentives; field-based personnel preparation; preservice preparation; personnel recruitment and retention; school-community interaction; and rural versus nonrural factors.

The study generated long- and short-range goals for policy and practice at all levels. This document relates implications of the study for the federal government, relevant state agencies, higher education institutions, rural schools and students, and data dissemination. mg (18 pages)
ADDRESS: National Rural Development Institute, Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (202) 676-3576

School Improvement

McRobbie, J., & Berliner, B. (Eds.). (1989, July). ***Looking ahead to the year 2000: Issues for rural schools.*** San Francisco, CA: Far West Laboratory for Educational Research and Development.

In this proceedings of the Western regional rural schools conference held in Tempe, Arizona, April 27-28, 1989, chief state school officers address key political, demographic, and economic issues, and educational scholars talk about restructuring, transforming the teaching profession, and using technology. Keynote papers outline research findings particularly relevant to rural schools and propose options for visionary school improvement. mg (48 pages, $10.00)
ADDRESS: Far West Laboratory for Educational Research and Development, Publications Department, 730 Harrison Street, San Francisco, CA 94107-1242, (415) 565-3000

ADDITIONAL RESOURCES

Effective Programs and Practices

Berliner, B. (1989, June). ***Promising programs and practices: A sourcebook for rural educators.*** San Francisco, CA: Far West Laboratory for Educational Research and Development, Rural Schools Assistance Center.

This book offers a collection of more than sixty elementary, middle school, and secondary programs and practices developed by rural and small schools located in Arizona, California, Nevada, and Utah. Programs are categorized under the following areas: innovative instruction; curriculum development, improvement, and enrichment; using technology; students at-risk; social and academic growth; special education; and school improvement. Entries were nominated by superintendents, principals, teachers, and other educators using the following criteria: innovativeness, effectiveness, responsiveness, and commitment. It is hoped that by sharing creative ideas, rural educators can inspire each other towards continual rural school improvement. A separate chapter includes resources and publications for rural educators. mg (68 pages, $8.00)
ADDRESS: Far West Laboratory for Educational Research and Development, Publications Department, 730 Harrison Street, San Francisco, CA 94107-1242, (415) 565-3000

Organizations and Programs

ERIC Clearinghouse on Rural Education and Small Schools, & National Rural Education Association. (1989). ***Directory of organizations and programs in rural education.*** Charleston, WV: Appalachia Educational Laboratory.

An update of the March 1986 version, this directory contains a variety of programs and resources valuable to practitioners, policymakers, and researchers in rural education. Such resources include contacts in the federal government, state data centers, cooperative extension programs, state National Diffusion Network facilitators, and Regional Educational Laboratories. sck (75 pages, $6.50)
ADDRESS: Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325, (304) 347-0400 local, (800) 344-6646 in WV, (800) 624-9120 out of state

Financing Schools

Honeyman, D. S., Thompson, D. C., & Wood, R. C. (1989, June). ***Financing rural and small schools: Issues of adequacy and equity.*** Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

Written especially for policymakers and for those in leadership roles in rural school districts, this monograph investigates issues related to the financial support of rural schools. A description of various state formulas and the methods used to distribute funds to rural schools includes questions about the adequacy of funding adjustments based on sparsity and the relationship of such adjustments to equal educational opportunity. Some of the legal challenges relevant to rural and small schools currently before the courts are considered, especially the inability of existing finance formulas to address adequately the needs of rural education. These challenges are compared to similar challenges brought at the other extreme—by urban schools. A discussion of state and local support mechanisms details the efforts some states have made to make the tax base more responsive to the needs of rural schools.

Conclusions and recommendations contained in this monograph include discussions about consolidation and school reform as related to equal educational opportunity. Recommendations include the following: (1) States should fully fund the formulas and programs already in existence. They should evaluate the impact of their formulas and their sparsity adjustments under full-funding allocations. (2) States should evaluate the effectiveness of current capital outlay provisions to determine if current funding levels—both from state and local sources—are adequate for current and future needs, with respect to maintenance and replacement of existing facilities and the need for new construction. (3) Rural school districts, preferably in concert with one another, must develop effective lobbying strategies. As their influence in the legislative process diminishes in many states, rural communities must communicate a unified concern for the survival of the rural school. mg (78 pages, $11.50)
ADDRESS: ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325-1348, (304) 347-0400

Programs, Practices, and Resources

Jaquart, M., & Newlin, J. (Comps.). (1989). ***Rural school source book: Exemplary programs, practices and resources for rural educators***. Aurora, CO: Mid-Continent Regional Educational Laboratory.

Rural education's success is a function of programs and practices that reflect the unique character of rural communities. This report contains a collection of such promising programs and projects.

It describes exemplary programs and practices in staff development, academic planning, extracurricular activities, curriculum, and other areas. The programs cover all three levels of schooling—elementary, junior high, and high school—and are drawn from schools in the states of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

In addition to describing the program, entries contain information about the number of staff needed to operate a program, anticipated outcomes, evaluation outcomes to date, and cost. Contact persons are included, along with a national list of organizations and agencies working in the area of rural education, and a list of funding sources for rural education. mg (195 pages, no charge) ADDRESS: Mid-Continent Regional Educational Laboratory, 4709C Belleview Avenue, Kansas City, MO 64112, (816) 756-2401

Limited English Proficiency Resources

Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, August). ***Students with limited English proficiency: Selected resources for vocational preparation*** (MDS-109). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

The Technical Assistance for Special Populations Program developed this resource guide to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving students with limited English proficiency.

The guide is part annotated bibliography, part directory. It includes listings of relevant publications; newsletters; agencies, associations, organizations, and centers for educational information/ services; clearinghouses; computer-based information networks; and databases.

Included are organizations that promote literacy instruction, basic academic remediation, job search skills instruction, instruction in coping skills, educational day care, and vocational skills. Some, like the National Council of La Raza, work to improve life for Hispanic Americans; other organizations are concerned with the teaching of English as a second language, support services to migrant workers, or the use of educational technology in bilingual programs.

Materials in the guide are grouped according to the cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. sck (62 pages, $2.50 prepaid)
ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

Literature Review

McGinley, K., Smith, S. W., & Thompson, B. (Comps.). (1989). ***Rural education/rural special education literature review*** (bibliography and abstracts). Lawrence: University of Kansas, Department of Special Education.

This collection of rural-related literature represents an effort by the Rural Special Education Preservice Project (RSEPP) at the University of Kansas to provide insight into the concept of "ruralness." This compendium of abstracts aims to provide practitioners with resources to better understand, define, and describe rural special education. It includes position papers, statistical studies, descriptions of successful model programs, and case studies. Specifically, special education practitioners can find articles dealing with teacher salaries, parent and paraprofessional relationships, special education technologies, and other issues relevant to rural education. mg (149 pages; $6.00 member, $10.50 nonmember)
ADDRESS: American Council on Rural Special Education (ACRES), Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576

Teacher Education

Miller, B. A. (1988, March). ***Teacher preparation for rural schools.*** Portland, OR: Northwest Regional Educational Laboratory.

This paper reviews the unique constraints of small, rural schools and how these might be addressed through special teacher preparation programs. In no way does the focus of this paper mean to suggest that working and living in a rural community is not a positive experience. However, if prospective teachers are not adequately prepared to deal with those factors that are unique to rural teaching, they may never come to realize the positive aspects of small, rural schools and communities. In addition, an overview of currently used models for preservice teacher training is discussed along with examples of programs designed for rural, small schools, including programs designed for students from linguistically and culturally different communities. sck (42 pages, $7.75 prepaid)
ADDRESS: Northwest Regional Educational Laboratory, Document Reproduction Service, 101 S.W. Main Street, Suite 500, Portland, OR 97204, (503) 275-9500

Resources

National Rural Development Institute. (1987, September). ***National rural education resources guide.*** Bellingham, WA: Author.

This document outlines resources, services, and strategies available to rural educators, administrators, teacher educators, and service providers across the U.S. Information is arranged according to federal region. sck (199 pages; $7.50 member, $13.25 nonmember)
ADDRESS: National Rural Account, National Rural Development Institute, Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576

Economic Development Resources

Parrish, S. B. (Comp.). (1988, July). ***Working together: A guide to federal and state resources for rural economic development.*** Washington, DC: U.S. Small Business Administration and Southwestern Bell.

This report, produced by the Center for Agriculture and Rural Development of The Council of State Governments, catalogues hundreds of programs available in states and in agencies of the federal government. Each program is described, including names, addresses, and phone numbers for state officials as well as state contacts for federal offices. State programs are listed in six

categories: finance, information, infrastructure, marketing, technology, and workforce. mg (207 pages, no charge)
ADDRESS: U.S. Small Business Administration, Office of Business Development, 1441 L Street, NW, Room 317, Washington, DC 20416, (202) 653-6881

Equity

Plihal, J., Ernst, L., & Rehm, M. (1986). ***The practice of equity: Access to, treatment in, and outcomes of vocational education in the secondary school.*** St. Paul: University of Minnesota, Minnesota Research and Development Center for Vocational Education, Department of Vocational and Technical Education.

This study examined practices related to equity as they exist on a day-to-day basis in vocational education classrooms in Minnesota secondary schools. Fourteen vocational education classrooms located in eight public secondary schools in urban, suburban, and rural communities of Minnesota were the focus of data collection.

It was found that there are five overlapping groups of students who gain access to vocational education (1) the middle- to low-academic ability students, (2) students who are not especially motivated to achieve in school, (3) students who have identified special interests in vocational areas, (4) students who have special needs, and (5) students who follow traditional gender-role definitions.

Another finding was that teachers varied their behaviors, instructional methods, and evaluation of students according to each student's educational needs and interests, not according to the student's ethnicity, race, or handicaps.

A final finding was that most students believe that vocational education courses will help them in whatever they will be doing one year after high school graduation. Teachers, counselors, and administrators believe vocational education helps students explore options, prepare for further education, and develop job-specific skills. sck

ADDRESS: University of Minnesota, Minnesota Research and Development Center for Vocational Education, Department of Vocational and Technical Education, R460 VoTech Building, 1954 Buford Avenue, St. Paul, MN 55108

Administrative Research and Practices

Tift, C. (1990, June). ***Rural administrative leadership handbook***. Portland, OR: Northwest Regional Educational Laboratory.

Tips and ideas for surviving at the helm of a rural school or district are provided to rural administrators in this handbook. It summarizes research and practices gleaned from literature and educators in the following subject areas: getting to know the community, working with the school board, leadership and management, problem solving and decision making, conflict resolution, time and stress management, vision building, and teacher recruitment and retention. References are provided for each self-contained chapter. sck (126 pages, $10.90)
ADDRESS: Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, P.O. Box 414, Portland, OR 97204, (503) 275-9500

NEWSLETTERS

Newsletters, commonly written in a succinct format, are a valuable resource for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in rural vocational education.

ARC School Dais
Appalachian Regional Commission (ARC)
1666 Connecticut Avenue, NW, Suite 600
Washington, DC 20235
(202) 673-7879

This newsletter informs educators about Appalachian Regional Commission education projects. The ARC serves the following: parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and all of West Virginia. Readers are invited to use this "dais" as a platform for sharing ideas, problems, and answers concerning the issue of dropout prevention programs. sck (no charge)

Capsules
Jacqueline F. Tisdale, Editor
Southern Rural Development Center
P.O. Box 5446
Mississippi State, MS 39762
(601) 325-3207

This newsletter is published periodically by the Southern Rural Development Center as an information service for educators, researchers, local officials, and private citizens interested in improving the quality of life in the small communities and rural areas of the South. It includes program/project information, resources, and conference announcements. ztb (no charge)

CenterWork
National Center for Research in Vocational Education (NCRVE)
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704
(800) 762-4093

This newsletter provides information about NCRVE's activities, research, products, and available technical assistance. sck (no charge)

Classroom Clips
Doris Helge, Director
National Rural and Small Schools Consortium
Western Washington University
359 Miller Hall
Bellingham, WA 98225
(206) 676-3576

Published every six weeks, this newsletter provides practitioners the opportunity to share information about successful curriculum, programs, technologies, research, conferences, and preservice and inservice strategies in rural and small schools. sck ($10.00/year)

Clipboard
Val Stewart, Editor
North Central Regional Educational Laboratory
Clipboard Dissemination Program
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(708) 571-4700

Written for teachers, principals, researchers, district administrators, state education agency personnel, and staff in institutions of higher education, this quarterly publication contains information on twenty-eight to thirty-six products available from regional educational laboratories, research and development centers, and other major organizations across the country. The categories covered in the publication include administration; assessment; evaluation; testing; at-risk students; dropout prevention; curriculum; early childhood education and care; learning; parent, community, and business involvement; policy; rural education; school improvement; school reform; restructuring; social programs; special education; staff development; teacher preparation; teaching; technology; and vocational education. In addition

to an abstract on each product, complete ordering information is included. Available free through the Clipboard Dissemination Program to the agencies (e.g., state education and intermediate service agencies) that work with NCREL as partners in the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. sck ($15.00 to non-area members)

The Country Teacher
National Rural Education Association (NREA)
Colorado State University
230 Education Building
Fort Collins, CO 80523
(303) 491-7022

This newsletter, written by and exclusively for rural teachers, goes to all NREA members for distribution to rural teachers within their districts. sck (included in NREA dues)

EDUCATION DAILY
Joe McGavin, Executive Editor
Capitol Publications, Inc.
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444

Features in this newsletter include education policy, funding, legislative updates, and the latest resources. Published every business day, this newsletter covers education issues, including school administration, court cases and rulings, student aid proposals, vocational and adult education, Chapters 1 and 2 funding, education research appropriations, special education initiatives, workplace literacy programs, education reform, education leadership, and state initiatives on teacher retention. sck ($524/year)

Education RFD
Center for Rural Education and Small Schools
Kansas State University
College of Education
124 Bluemont Hall
Manhattan, KS 66506
(913) 532-5886

Written for educators, administrators, professionals, and practitioners in the field of rural education and small schools, this newsletter contains discussions of topical issues, updates on center activities, recognitions of achievements, current publications, and relevant conferences. ztb (no charge)

ERIC/CRESS BULLETIN
Berma Lanham, Coordinator of User Services
ERIC Clearinghouse on Rural Education and Small Schools
Appalachia Educational Laboratory (AEL)
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400 (Charleston area)
(800) 344-6646 (in WV)
(800) 624-9120 (outside WV)

ERIC/CRESS provides an array of support and information services on rural education and small schools as well as on American Indians, Alaska Natives, Mexican Americans, migrants, and outdoor education. Publications available from other ERIC Clearinghouses and Partner organizations are featured in each issue. In addition, the newsletter includes lists of current publications, brief research syntheses, annotated resources, and information on how to order these products. ztb (no charge)

The Link
Carolyn Luzader, Editor
Appalachia Educational Laboratory (AEL)
1031 Quarrier Street
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Charleston, WV 25325
(304) 347-0400 (local)
(800) 344-6646 (in WV)
(800) 624-9120 (outside WV)

Serving AEL's constituency (all sections of Kentucky, Tennessee, Virginia, and West

Virginia), this quarterly newsletter is designed to link the educational communities of research and practice. It provides the latest research, region activities, AEL and ERIC/CRESS products, AEL program activities, and miscellaneous announcements. A special insert keeps educators in rural communities posted about new developments of particular concern to them. sck (Available free of charge to educators in the AEL region.)

McREL Up-date
Bob Grossman, Editor
Mid-Continent Regional Educational Laboratory (McREL)
Colorado Office
2550 S. Parker Road, Suite 500
Aurora, CO 80014
(303) 337-0990

Serving McREL's constituency (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming), this newsletter provides the latest research, resources, conference announcements, region activities, and Lab activities on topics including, but not limited to, special populations, rural and urban issues, education policy and trends, literacy, and sex equity. sck (Available free of charge to educators in the McREL region)

Northeast Rural Development Network
JoAnn Parsons, Editor
Northeast Regional Center for Rural Development
Pennsylvania State University
104 Weaver Building
University Park, PA 16802
(814) 863-4656
FAX: (814) 863-0586

Published quarterly, this newsletter serves as a network, linking persons interested in community and rural development. It includes analyses of key issues, recent publications, and upcoming conferences. ztb (no charge)

Northwest Report
Lee Sherman Caudell, Editor
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
(503) 275-9500
FAX: (503) 275-9489

This newsletter serves as the Northwest Regional Educational Laboratory's vehicle for disseminating information on topical issues, research, resources, and effective programs. Each issue offers in-depth discussions on specific populations; topics or issues such as Indian Education, Pacific Education, rural and urban education, and policymaking; and information on current research, resources, conferences, and meetings. ztb (no charge)

OERI Bulletin
Kay McKinney, Editor
U.S. Department of Education
Outreach Staff
555 New Jersey Avenue, NW
Washington, DC 20208-5570
(202) 219-1674

Published by the Office of Educational Research and Improvement (OERI), this bulletin is designed to help keep recipients informed about what is happening in education. The latest information on education research, practice, statistics, and important events sponsored by OERI is released through this bulletin. sck (no charge)

The REAL Story
Patricia Owens, Editor
N.C. REAL Enterprises, Inc.
948 Old Post Road
Chapel Hill, NC 27514
(919) 929-3939
FAX: (919) 942-3307

Published three times a year, this newsletter presents information and the latest activities from rural school-incubated enterprise program participants. REAL Enterprises is a federation of organizations creating, opening, and supporting rural school-incubated enterprise programs. ztb (no charge)

The Regional Lab Reports
Janet Angelis, Editor
The Regional Laboratory for Educational Improvement of the Northeast and Islands
300 Brickstone Square, Suite 900
Andover, MA 01810
(508) 470-0098
FAX: (508) 475-9220

Published four to six times a year, each issue focuses on a priority area and presents the best of educational research and development to educators in Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. Previous issues have been devoted to the following topics: serving at-risk youth, teacher development, education in rural and small schools, public policy, leadership for school improvement, and restructuring education. ztb (no charge)

Report on the Education of the Disadvantaged
Business Publishers, Inc.
Rosemary Enright, Editor
951 Pershing Drive
Silver Spring, MD 20910-4464
(301) 587-6300

This biweekly newsletter contains pertinent information on Chapter 1, Chapter 2, vocational education, and other federal programs for disadvantaged children. It includes information on subjects related to the education of at-risk children such as parent and community involvement, programs and methods, federal education measures, and staff and supply shortages. Other information includes reports on child nutrition, bilingual education coverage, stories on Head Start activities, coverage of major conferences and conventions, updates on special services for low-income students, alerts to important civil rights/desegregation news, and updates on the latest publications and reports in the field. sck ($236.54/year, plus first-class or air-mail postage)

Research and Practice
Far West Laboratory for Educational Research and Development
730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000

This newsletter serves as one of the Far West Laboratory for Educational Research and Development's instruments in its mission to help state department staff, district superintendents, school principals, and classroom teachers keep abreast of the best current thinking and practice in the field of educational research and development. The Laboratory services the four-state region of Arizona, California, Nevada, and Utah, working with educators at all levels to plan and carry out school improvements. Published four times a year, the newsletter also includes annotated resources and announcements concerning relevant conferences. ztb (no charge)

Rural Adult Education Forum
Michelle Mazzola, Editor
Rural Clearinghouse for Lifelong Education and Development
Kansas State University
Division of Continuing Education
College Court Building
Manhattan, KS 66506
(913) 532-5560

This newsletter, published six times a year (October, December, February, April, June, and August), contains articles about current issues and topics, research, resources, and other information of interest to persons involved in rural adult education. sck ($11.95/year)

Rural Affairs
Mary Gordon, Director
Urban and Rural Affairs Academic Programs
American Association of State Colleges and Universities
One Dupont Circle, Suite 700
Washington, DC 20036
(202) 293-7070

Rural Affairs highlights issues, activities, and information on the American Association of State Colleges and Universities' rural and regional initiatives. ztb (no charge)

Rural Development News
Julie Stewart, Editor
North Central Regional Center for Rural Development
Iowa State University
216 East Hall
Ames, IA 50011
(515) 294-8321

Issued five times a year, this newsletter is published by the North Central Regional Center for Rural Development to serve the states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. It contains articles on rural development research in the region, recent publications, forthcoming conferences, and other information relevant to rural development. ztb (no charge)

Rural Education News
National Rural Education Association (NREA)
Colorado State University
230 Education Building
Fort Collins, CO 80523
(303) 491-7022

This official quarterly newsletter of the NREA offers information on association activities, events, rural education conferences and meetings, and research projects in progress. A column written by the Federal Inter-agency Committee on Rural Education is included. mg (included in NREA dues)

RuraLink Special Education Newsletter
Doris Helge, Director
ACRES
Western Washington University
359 Miller Hall
Bellingham, WA 98225
(206) 676-3576

This is the monthly publication of the American Council on Rural Special Education (ACRES). It is designed to inform its readers about current issues, upcoming conferences, and latest developments concerning special education in rural America. sck (subscription included with ACRES membership)

SEF News
Katherine Neil Kinnick, Editor
Southern Education Foundation, Inc.
135 Auburn Avenue, Second Floor
Atlanta, GA 30303
(404) 523-0001

This newsletter is published quarterly by the Southern Educational Foundation, Inc., for organizations, institutions, and individuals concerned with issues of educational equity and quality in the South. Featured in the publication are extensive examinations of issues related to the educational equity for poor and black persons in the South, descriptions and updates on SEF projects, a list of grants and contributions, relevant conferences, symposia, and other activities. ztb (no charge)

Southern Growth
Robert Donnan, Editor
Southern Growth Policies Board
5001 S. Miami Boulevard
P.O. Box 12293
Research Triangle Park, NC 27709
(919) 941-5145

This newsletter serves the membership of the Southern Growth Policies Board, a public, interstate agency dedicated to creating economic development strategies for the South. Membership in the agency includes the governors of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Tennessee, and Virginia. The newsletter contains annotated resources, activities, and research findings of the Board. ztb (no charge)

TASPP BULLETIN
Zipura Burac, Editor
Technical Assistance for Special Populations Program (TASPP)
Carolyn Maddy-Bernstein, Director
NCRVE
University of Illinois Office
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Published biannually, this newsletter focuses on serving special needs learners in vocational education. Featured articles address current issues and topics, research, resources, legislation, conferences, and other information of interest to professionals involved in serving students with special needs in programs and agencies at the local, state, national, and international level. sck (no charge)

Vocational Education WEEKLY
American Vocational Association
Dale Hudelson, Editor
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Published forty-four times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding and the reauthorization of the Carl D. Perkins Vocational Education Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four Issue Papers a year on critical topics affecting the field are sent in addition to the *Weekly* subscription. sck ($125/year)

Vocational Training News
Capitol Publications, Inc.
Lonnie Harp, Editor
1101 King Street
Alexandria, VA 22314-2053
(703) 739-6444

This newsletter provides timely, useful reports on the federal Job Training Partnership Act and the Carl D. Perkins Vocational Education Act. Other areas of coverage include illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. sck ($264/year)

Western Wire
Barbara Baldwin, Editor
Western Rural Development Center
Oregon State University
307 Ballard Extension Hall
Corvallis, OR 97331-3607
(503) 737-3621

Published three times a year, this newsletter serves as a vehicle for disseminating information on Western Rural Development Center-funded projects and research. The Center supports the generation and delivery of social science information for rural community development. Included in the publication are research summaries, event notices, publicity clips, forthcoming conferences, workshops, and other events of interest in community development. ztb (no charge)

JOURNALS

Journals are a valuable resource for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in rural vocational education.

APPALACHIA
Appalachian Regional Commission
Jack Russell, Managing Editor
1666 Connecticut Avenue, NW
Washington, DC 20235
(202) 673-7968

Published by the Appalachian Regional Commission, this quarterly journal is devoted to regional economic development in the thirteen Appalachian states (parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and all of West Virginia). Issues covered in the journal include

the latest activities of the Commission as well as education, health, child care projects, and dropout prevention. sck (no charge)

Journal for Vocational Special Needs Education
Dr. Patrick J. Schloss, Editor
Department of Special Education
311 Townsend Hall
University of Missouri
Columbia, MO 65211

Published three times a year (January, May, and October) by the National Association of Vocational Education Special Needs Personnel, this journal's audience includes vocational and special educators concerned with the vocational education of special needs students and state departments of vocational and special education. It contains articles pertaining to vocational preparation for special needs students, including teacher preparation, program design, student characteristics, materials and methods modification, community resource development, prevocational experiences, and cooperative work arrangements. sck ($18.00 individual, $6.50 single copy)

Journal of Rural and Small Schools
Doris Helge, Director
National Rural Development Institute
Western Washington University
359 Miller Hall
Bellingham, WA 98225
(206) 676-3576

This journal offers practical field-oriented articles and provides a vehicle for rural and small school administrators, educators, school board members, and interested university faculty to publish articles relevant to small district management and instruction. Articles are focused on identified rural or small school service delivery problems, applied theory research, or practical, field-tested solutions. Topics include relevant preservice training techniques, regional service delivery, relevant state education agency models, school board strategies, and unique school-business-community partnerships. Each issue recognizes unique contributions of specific rural and small schools and students. sck ($25.00/year)

KAPPAN
Phi Delta Kappa
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402-0789
(812) 339-1156

Published September through June, the *KAPPAN*'s articles, reviews, and news are concerned with educational research, service, and leadership, with an emphasis on issues, trends, and policy. sck ($30.00 individual, $3.50 single copy)

Research in Rural Education
Walter G. McIntire, Editor
University of Maine
College of Education
312 Shibles Hall
Orono, ME 04469

This journal publishes the results of educational research conducted in rural settings. Published three times annually (Fall, Winter, and Spring), articles in this journal include such topics as preservice and inservice teacher education, educational administration, the social context of rural education, and learning and instruction. sck ($20.00 individual, $10.00 student, $60.00 libraries and institutions)

The Rural Educator
National Rural Education Association (NREA)
Colorado State University
Fort Collins, CO 80523
(303) 491-7022

The official journal of the NREA, this publication features articles written by leading rural educators from all levels of education. It is intended to serve as a means of furthering communication between university faculty and rural educators in our public schools. It is also designed to provide up-to-date information in the area of rural education. sck (included in NREA annual dues)

Rural Special Education Quarterly
Doris Helge, Director
National Rural Development Institute
359 Miller Hall
Western Washington University
Bellingham, WA 98225
(206) 676-3576

Published by ACRES, American Council on Rural Special Education, the purpose of this quarterly is to provide articles concerning research in rural special education, federal, and other events relevant to rural individuals with disabilities, progressive service delivery systems, reviews of relevant conferences and publications, and resources for rural special educators. sck ($20.00 includes membership, $30.00 non-member, $50.00 library)

Vocational Education Journal
Katharine M. Roberts, Editor
American Vocational Association
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Published monthly, August through May, with combined November/December and January/February issues, the journal includes articles on current issues in vocational education; reports on major employment, technological, and social trends; and provides information on promising practices, programs, and products. All members of the Association receive the journal. Subscriptions are provided to student members at no cost. sck ($24.00 nonmember, $3.00 single copy)

SPECIAL ISSUES OF JOURNALS

The following entries represent special issues of journals written exclusively to address the topic of rural vocational education.

Barker, B. O. (Ed.). (1989, Winter). Technology and rural schools (Special issue). *Rural Special Education Quarterly, 9*(4).

This thematic issue focuses on some of the applications of technology among special education populations in rural schools. It also presents some innovative uses of technology in rural schools that hold promise as tools to assist teachers and students in special education settings. sck
(single copy $8.00; ADDRESS: National Rural Development Institute, Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576)

Condon, M. (Ed.). (1984, Summer). Rural transition programs (Special issue). *Rural Special Education Quarterly, 5*(2).

This issue includes descriptions of existing programs which highlight linkages between special education, vocational education, community agencies, and businesses for the purposes of enhancing employment opportunities for individuals with disabilities. Articles discuss priorities and needs for rural transition programs and promotion of partnerships between rural schools and the private sector. sck
(single copy $6.00; ADDRESS: National Rural Development Institute, Western Washington University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576)

Helge, D. (Ed.). (1989, Spring). Rural students at risk (Special issue). *Rural Special Education Quarterly, 10*(1).

The problems of serving a rapidly growing segment of the American population, the at-risk student, are highlighted in this special issue along with a discussion of innovative services for this population. The articles address rural service delivery problems and policy implications. Other issues addressed include the prevention of at-risk conditions among gifted migrant students, counseling strategies for the American Indian student, and the role of rural communities in providing social capital. Models outlined in separate articles include a suicide prevention and intervention model and an effective model using paraprofessionals to work with parents of rural children with disabilities. sck
(single copy $6.00; ADDRESS: National Rural Development Institute, Western Washington

University, 359 Miller Hall, Bellingham, WA 98225, (206) 676-3576)

Schloss, P. J. (Ed.). (1990, Winter). Serving special needs populations in rural America. *The Journal for Vocational Special Needs Education, 12*(2).

Five articles in this special issue focus on special needs students in rural settings. Topics addressed include the following: the roles and responsibilities of vocational resource personnel, guidance and counseling for students with special needs, vocational assessment, serving language minority and multicultural special populations, and developing employment options for special populations. mcw
(single copy $6.50; ADDRESS: Journal for Vocational Special Needs Education, Department of Special Education, University of Missouri, 311 Townsend Hall, Columbia, MO 65211)

Thurston, L. P., & Barrett-Jones, K. (Eds.). (1989, Fall). (Special issue). *Educational Considerations, 17*(1).

This entire journal is dedicated to rural special education. Noting a fresh sense of purpose in rural special education, each article builds on the positive aspects of rural schools and presents fresh strategies and suggestions for providing quality education for rural students with special needs. Articles include, but are not limited to, the following topics: a comprehensive inservice model for rural special education; curricular revision involving a multicultural approach; transition; student diversity; teacher preparation for rural settings; identification, intervention and collaboration; development of a community network; and recruiting and retaining special educators. sck
(single copy $2.00; ADDRESS: Kansas State University, Center for Rural Education and Small Schools, College of Education, 124 Bluemont Hall, Manhattan, KS 66506, (913) 532-5886)

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

The following agencies, associations, and organizations generally act as an information exchange to interested individuals concerned with rural vocational education issues. Technical assistance, professional support, publications, and other pertinent information is available from these groups.

American Association of School Administrators (AASA)
Walter Turner, Associate Executive Director
1801 N. Moore Street
Arlington, VA 22209-9988
(703) 875-0734

The AASA is a not-for-profit professional organization with nearly nineteen thousand members. The Association's members include superintendents of schools, other central office administrators, elementary and secondary school principals, college and university administrators, and professors of education. AASA members are actively involved in determining the directions of the association and participate on a variety of committees whose foci include the following: federal policy and legislation; small, rural, suburban, urban, and regional school districts; higher education; and minority and women affairs.

AASA produces *The School Administrator* monthly magazine, *Leadership News* newspaper, and numerous books and video programs on issues critical to the development and education of the nation's children and youth, as well as supporting leadership in education administration. The AASA Action Line is an electronic communication service which provides information on pending legislation, important educational issues, and job availability. mcw

American Association of State Colleges and Universities (AASCU)
Allan W. Ostar, President
One Dupont Circle, Suite 700
Washington, DC 20036-1192
(202) 293-7070

The AASCU is an association of more than three hundred and seventy public colleges and universities, and over thirty state higher education systems, across the United States and in Puerto Rico, Guam, and the Virgin Islands. Its mission is "to further the cause of public higher education by acting as a resource for the continued advancement and development of state colleges and universities." The following four divisions within the Association address the needs and concerns of its members: Academic Programs, Educational Resources, Governmental Relations, and International Programs. To address emerging issues of high priority to members, the Association has established three new centers: the Center for Economic and Community Development, the Center for Educational Opportunity and Achievement, and the Center for State Higher Education Finance and Policy. The Center for Educational Opportunity and Achievement assists member institutions in providing more effective living and learning environments that will not only attract more minorities, but will result in greater retention and achievement.

AASCU publishes a weekly newsletter, *MEMO: to the president*, which apprises members of Association, federal government, and member activities. It also publishes brochures, booklets, monographs, and books on a wide range of topics pertaining to public higher education. Catalogs are available on request. mcw

American Association of State Colleges and Universities, Academic Programs Division (AASCU)
Mary France Gordon
Director, Urban and Rural Affairs Academic Programs
One Dupont Circle, Suite 700
Washington, DC 20036
(202) 293-7070
FAX: (202) 296-5819

The Academic Programs Division of the AASCU conducts the work of the Academic Affairs Resource Center (AARC), the Association's many committees and task forces, urban and rural affairs, continuing education, educational equity, and other academic activities. The Division coordinates the staff support for the activities of the many AASCU committees, task forces, and special groups, on such issues as accreditation, arts programs, educational equity, and professional development.

AARC serves the senior academic officers of AASCU institutions by helping them develop comprehensive approaches to critical issues facing their campuses. The Center is involved with such issues as planning for the future, faculty development, academic leadership, institutional management during financial crises, legal aspects of academic personnel management, and more. AARC publishes the *Center Associate* newsletter, which provides information about Center activities, and the *Futures Scan* newsletter, which features analyses of future trends for academic administrators. mcw

American Council on Rural Special Education (ACRES)
Doris Helge, Executive Director
Western Washington University
359 Miller Hall
Bellingham, WA 98225
(206) 676-3576

ACRES addresses the unique challenges of serving rural individuals who are disabled or gifted. Members include special educators, related services staff, administrators, teacher trainers, and parents. ACRES activities include the following: maintaining communications among

those associated with rural special education; preparing reports and testimony for the U.S. Congress; facilitating interagency efforts designed to enhance educational opportunities for rural students who are disabled; exploring and disseminating creative service delivery alterna-tives through national conferences, task forces, resource linkage, newsletters, and other publications; and increasing parent involvement with schools and special needs practitioners.

Membership benefits include the following: affiliate membership in the National Rural and Small Schools Consortium; subscription to *Rural Special Education Quarterly*; discounts on the *Journal of Rural and Small Schools*, conferences, and rural employment services; bimonthly newsletter; annual national conference; national task forces; access to rural electronic bulletin board/mail via SpecialNet; resource exchange directories; testimony to federal and state congressional committees; and a national exemplary program awards competition. mcw

American Vocational Association (AVA)
Charles H. Buzzell, Executive Director
1410 King Street
Alexandria, VA 22314
(703) 683-3111

AVA is a national professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational, technical, and practical arts education. The organization publishes the *Vocational Education Journal* and the *Update*, a newspaper for vocational educators. sck

American Vocational Association/ Special Needs Division (AVA/SND)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

The general purposes of the AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs; (2) offer services to members of the SND which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations; (3) help members of the SND keep informed about trends, plans, policies, and current happenings of the AVA and their implications for the development and welfare of vocational education programs and services; (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs; and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs. sck

Minnesota Rural Education Association (MREA)
Vernae Hasbargen, Contact Person
1001 E. Mt. Faith
Fergus Falls, MN 56537
(218) 739-3273

The Minnesota Rural Education Association is a lobbying organization for Minnesota's rural schools. mcw

National Association of Vocational Education Special Needs Personnel (NAVESNP)
Sandra Cassity, President
Kansas City School District
Gillham Plaza Building
301 E. Armour Boulevard, Suite 600
Kansas City, MO 64111
(816) 968-4919

NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve handicapped, disadvantaged and limited-English proficient individuals. NAVESNP was organized with the following objectives: (1) to serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) to unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization; (3) to promote and maintain active leadership in vocational, career,

and occupational education; and (4) to provide service to members of the association. Publications include *The Journal for Vocational Special Needs Education* and three *Newsnotes* newsletters. sck

National Governors' Association (NGA)
Raymond C. Scheppach, Executive Director
444 N. Capitol Street
Washington, DC 20001-1572
(202) 624-5330

Representing the governors of the fifty states, the commonwealths of the Northern Mariana Islands and Puerto Rico, and the territories of American Samoa, Guam, and the Virgin Islands, NGA's mission is to influence national policy and apply creative leadership to the solution of state problems. NGA's operations are supported by member jurisdictions, and its policies and programs are formulated by the governors. Throughout the year, NGA's staff represents the governors' position to Congress, the administration, and the press; coordinates governors' testimony and other communication with the Congress and the administration on NGA positions; provides the governors with information on federal programs and policies; conducts research; and serves as a means of sharing innovative programs and emerging issues among the states.

The association has seven standing committees on major issues: Agriculture and Rural Development; Economic Development and Technological Innovation; Energy and Environment; Human Resources; International Trade and Foreign Relations; Justice and Public Safety; and Transportation, Commerce, and Communications. Policy fields of interest to NGA include agriculture, economic development, education, environment, health, social services, training and employment, trade, and transportation. sck

National Rural Development Institute (NRDI)
Western Washington University
359 Miller Hall
Bellingham, WA 98225
(206) 676-3576

The NRDI is a non-profit organization dedicated to the enhancement of rural and small schools education. NRDI facilitates the exchange of resources and effective strategies through conferences, research, publications, training, and related services. Other related services under NRDI include the National Rural and Small Schools Consortium, an action-oriented group of individuals and agencies working to enhance rural and small school education, and the American Council on Rural Special Education, a national team of professionals working to enhance services to rural individuals with disabilities. sck

National Rural Education Association (NREA)
Joseph T. Newlin, Executive Director
NREA Headquarters
Colorado State University
230 Education Building
Fort Collins, CO 80523
(303) 491-7022

NREA is comprised of rural school administrators, teachers, board members, regional service agency directors, university faculty, state and federal agency personnel, researchers, business and industry representatives, and others interested in maintaining the vitality of rural school systems across the country. The general goals of NREA are to further the improvement of educational opportunities for all children in rural areas—with additional attention to those for whom opportunities have been severely limited in the past—and to serve as the national voice and advocate for rural schools and rural education programs in America. It coordinates rural education programs and activities at the national level, provides leadership for rural education related conferences and workshops, and promotes state and regional delivery systems which bring about efficient and effective education for children in rural areas.

The Association encourages the collection and dissemination of promising practices, statistical data, and other appropriate information relating to rural education. Other activities involve encouraging colleges and universities to develop materials and resources specifically for rural schools and to train school personnel to work more effectively in small schools; stimulating discussion, research, and policy development regarding equal educational opportunities for all students; and stressing the need for public and private agencies to develop specific educational materials and technology appropriate to children in rural areas.

Publications include *The Rural Educator*, the official journal of NREA; *N.R.E.A. News*, the association's official newsletter; and *The Country Teacher*, a newsletter written by and exclusively for rural teachers. sck

Nevada Rural School District Alliance
Judith C. Williams, Contact Person
University of Nevada
College of Education 278
Department of Educational Leadership
Reno, NV 89557
(702) 784-1107

The Nevada Rural School District Alliance includes the fifteen Nevada school districts that deal with rural education concerns. Through collaboration and cooperative efforts the districts provide and enhance services that would not be possible independently. mcw

Rural and Small Schools Task Force on Issues in Middle Level Education
Sue Swaim, Task Force Chair
P.O. Box 447
Greeley, CO 80632-0447

The purpose of this task force, formed by the National Middle School Association, is to identify and address existing and emerging issues in the education of the young adolescent learner in rural and small school settings. Four major goals have been identified: to promote an understanding of the developmental characteristics and needs of young adolescents to all viable constituencies in rural and small school settings; to encourage the development and dissemination of "best practices" of middle level education in rural and small school settings; to develop appropriate linkages and networks with educational organizations and agencies which serve young adolescents; and to educate the political community to existing and emerging needs and issues of middle level education in rural and small school settings. mcw

Rural Schools of Iowa, Inc.
Stan Jensen, Contact Person
600 5th Avenue, St. Q4
Des Moines, IA 50309
(515) 248-5441

Rural Schools of Iowa, Inc., seeks to develop, implement, and coordinate a statewide unified effort for the preservation of quality schools within the state of Iowa. This effort is to assist in the provision of excellent general academic education to all children in Iowa's rural school districts and to oppose forced reorganization of schools by the imposition of local control of education. mcw

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to rural vocational education.

ACCESS ERIC
Department CCE
1600 Research Boulevard
Rockville, MD 20850
(800) USE-ERIC

ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center. As the outreach component of the ERIC system, ACCESS ERIC promotes ERIC services and products and acts as a referral service between the ERIC system and its users. This service, available toll free, helps keep education practitioners, librarians, policymakers, researchers, and students

informed of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications. In addition, ACCESS ERIC is developing special database files available to the public. As a subscriber to this service, direct on-line access will be made available to data found in the following directories: ERIC Information Service Providers, Education-Related Information Centers, ERIC Conference Calendar, and ERIC Training Opportunities and Products. sck

Appalachia Educational Laboratory (AEL)
Terry L. Eidell, Executive Director
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400 local
(800) 344-6646 in WV
(800) 624-9120 outside WV

This lab is one of nine regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. The Appalachia Educational Laboratory (AEL) serves as the regional educational laboratory for Kentucky, Tennessee, Virginia, and West Virginia.

To address the goals toward the improvement of professional quality, curriculum and instruction, community support, and equal educational access for all students, the Lab operates the following seven projects: (1) the Classroom Instruction program (teachers), (2) the School Governance and Administration program (school administrators and school board members), (3) the Professional Preparation and Research program (colleges for teacher education), (4) the Policy and Planning Center (state-level policymakers), (5) the School Services Center (direct services to educators), (6) the Regional Liaison Center (underrepresented groups), and (7) the Rural, Small Schools Program (rural citizens and educators).

Under the Regional Liaison Center, the concerns, interests, and special needs of underrepresented groups are assessed and addressed in the Lab's programs and activities. AEL and two other regional educational labs jointly operate the Urban Education Network, devoted to improving education in urban schools.

The Rural, Small Schools program exists to involve rural educators and citizens in the Lab's work; to provide information about practices that hold promise for rural schools; and to demonstrate how school staff and citizens in rural communities can work together to study problems, plan solutions, and make needed and desired changes. AEL publishes the *The Link* newsletter. A publications catalog is available upon request. sck

Appalachian Regional Commission (ARC)
Rita Spivey, Education Specialist
1666 Connecticut Avenue, NW
Washington, DC 20235
(202) 673-7879

The Appalachian Regional Commission (ARC) is a federal-state partnership agency concerned with the economic development of the Region. The Commission itself consists of a federal co-chairman appointed by the President and the governors of the thirteen states in which Appalachia is located. The region covers parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and all of West Virginia. ARC's mandate includes the development of human capital, as well as economic development. For this reason, ARC has been active in the funding of education, health, and child care projects. Dropout prevention is an eligible activity for funding under the ARC program.

The ARC program operates on State initiative. That is, no project can be brought before the Commission for funding consideration except by

the governor or his/her alternate. Each state within the framework of the total ARC program sets funding priorities, dollar amounts, and application procedures. Therefore, while dropout prevention may be a funding priority in one state it may not be in another. Potential applicants should contact their State Alternates for priorities and application procedures (for a list of current alternates, contact the ARC office). State activities and programs funded by ARC are highlighted in the *Appalachia* journal, available upon request. sck

Center for Rural Education and Small Schools
Barbara Havlicek, Contact Person
Kansas State University
124 Bluemont Hall
College of Education
Manhattan, KS 66506
(913) 532-5886

The Center was approved by the Kansas Board of Regents and established as a part of the College of Education at Kansas State University in 1978. The Center focuses its efforts upon the improvement of education in the rural and small schools of Kansas and the regional area served by Kansas State University. Coordinating and conducting research, developing strategies and delivery systems, disseminating information, and developing cooperative relationships with other groups interested in rural education are some of the activities of the Center. Ongoing projects and research addressing rural education include a rural special education teacher training project, a single parent/displaced homemaker project, and a project to improve computer education and sex equity in computer use in rural classrooms (grades 4-8). Publications include a periodic newsletter, *Education RFD*, and single topic fact sheets, *Timely Topics*. sck

Center for Rural Studies (CRS)
Frederick E. Schmidt, Director
University of Vermont
College of Agriculture and Life Sciences
207 Morrill Hall
Burlington, VT 05405-0106
(802) 656-3021

CRS is a nonprofit, service research organization which addresses social, economic, and resource-based problems of rural people, enterprises, and communities. CRS provides basic information, and consulting and research services in Vermont, the United States, and abroad. It specializes in survey design and analysis, leadership and public participation training, community and economic development planning, and policy and program evaluation. A database for Vermont is maintained at the CRS consisting of over six hundred socioeconomic and demographic measures. The CRS also maintains an international database which covers social and economic conditions for one hundred and seventy countries. sck

Heartland Center for Leadership Development
Vicki Luther, Co-Director
Milan Wall, Co-Director
941 'O' Street, Suite 920
Lincoln, NE 68508
(402) 474-7667
FAX: (402) 474-7672

The Heartland Center is an independent, nonprofit organization developing local leadership that responds to the challenges of the future. A major focus of the Center's activities is practical resources and public policies for rural community survival. Programs range from workshops for small town leadership groups through multi-year projects assessing the impact of national community development models. The Center's programs and publications, covering topics such as workable strategies for community and economic improvement, education and economic development, and renewing community leadership for coping with change in small towns, stress the critical role played by local leadership as communities and organizations face the challenges associated with changing times. Publications

developed by the Center stress hands-on, local approaches to tackling the critical problems brought about by global change. sck

Institutional Development and Economic Affairs Service, Inc. (IDEAS)
Frank A. Anderson, Executive Vice President
Magnolia Star Route
Nederland, CO 80466
(303) 443-8789

A national nonprofit service corporation dedicated to economic, social, and educational development in the U.S. and in developing countries abroad, IDEAS' primary mission is to collaborate with selected institutions as facilitator/catalyst in the planning and implementation of innovative program models designed to improve the quality of life and opportunities for people inadequately served by institutions in our society. IDEAS' objectives are to assist the disadvantaged to find for themselves a clearer civic, social, and cultural identity and enable professionals to be better catalysts of institutional creativity and change. The program models, adapted from the original Foxfire model to serve the special needs of at-risk youth and implemented by IDEAS which directly engage people in writing for publication, include The New Americans (designed for LEP and immigrants) and A Better Chance (designed for migrant farmworkers). TRANS-ACT, a model demonstration program developed by IDEAS, is dedicated to the creation of visible educational and training alternatives for disadvantaged, handicapped, and at-risk youth. sck

Mid-Continent Regional Educational Laboratory (McREL)
C. Larry Hutchins, Executive Director
Colorado Office
2550 S. Parker Road, Suite 500
Aurora, CO 80014
(303) 337-0990

This lab is one of nine regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. McREL serves as the regional educational laboratory for Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

The mission of McREL is to create a community of interest among those individuals and organizations interested in learning how to help schools meet the needs of an ever changing society. The key strategy the Lab uses is to identify and encourage the use of knowledge that improves education. Lab activities include the dissemination of policy information, product development, networking, training, and technical assistance.

Examples of activities include studies of special populations (e.g., urban dropouts, students in small schools, and Indian and Hispanic youth) to identify potential educational problems; networks of people with common interests in urban schools, equity, and higher education; a state policy and trends database which provides basic information on education issues; and strategies for improving services to small, rural schools. McREL's Equity Center works to increase access to quality education for all students and disseminates information to increase awareness of equity issues and to identify successful programs for reducing bias and stereotyping. Acting as a clearinghouse, the Equity Center links a computerized database on twenty major equity issues to potential users.

Publications include the *McREL Update* newsletter; *Noteworthy*, an annual magazine; *Heartland*, the newsletter of McREL's Equity Center; and *Policy Notes*, a bimonthly summary of issues relevant to educational policymakers. sck

Midwest Research Institute (MRI)
Gary Sage, Director
Margaret Thomas, Senior Resource Planner
Economics and Management Sciences
425 Volker Boulevard
Kansas City, MO 64110
(816) 753-7600 Ext. 449

The Economics and Management Sciences section of the MRI is involved in rural economic development research and technical assistance. The technical assistance materials are designed to help local community leaders and rural residents explore alternative strategies and initiate, sustain, and maximize coordinated rural development efforts.

MRI's staff can assist county, regional, and state groups with each stage of the rural development process, including analysis of regional economics, more effective utilization of public resources, promoting technology transfer to and increased productivity of local firms or industries, and targeting rural growth industries for expansion and recruitment.

One of MRI's recent research projects looked at initiatives undertaken by rural community and technical colleges to enhance entrepreneurial opportunities in small communities. The project identified model programs which helped stabilize or diversify the community and technical colleges' area economies. sck

National Rural and Small Schools Consortium (NRSSC)
Doris Helge, Director
National Rural Development Institute
Western Washington University
359 Miller Hall
Bellingham, WA 98225
(206) 676-3576

NRSSC is an action-oriented group of individuals and agencies from over thirty national professional organizations working to enhance rural and small school education and to address associated problems. The Consortium's many activities include, but are not limited to, maintaining communications among those associated with rural and small school education; conducting projects designed to improve services for at-risk, rural students; conducting associated teacher training; preparing reports and testimony for Congress; facilitating interagency efforts designed to enhance rural and small school education; and exploring and disseminating creative service delivery alternatives. NRSSC sponsors an annual national conference, annual scholarships for rural educators, and acknowledges exemplary rural and small school programs. NRSSC serves as the editor for the Rural electronic bulletin board accessed through SpecialNet. This bulletin board provides instantaneous information concerning events, problems, and effective rural strategies.

The Consortium's publications include the *Journal of Rural and Small Schools* and a bimonthly newsletter, *Classroom Clips*. A publications list is available upon request. sck

National Rural Development Institute's (NRDI'S) Resource Center
Bridget Karns, NRDI Librarian
Western Washington University
359 Miller Hall
Bellingham, WA 98226
(206) 676-3576
The NRDI's Resource Center provides a variety of rural resources and referrals on a wide range of topics, including curriculum and program development, family support, preservice/inservice, at-risk student resources, and transition. Materials are available to rural residents, educators, students, and anyone who is interested in learning more about the challenges of education in a rural environment. sck

North Central Regional Center for Rural Development (NCRCRD)
Peter Korsching, Director
Iowa State University
216 East Hall
Ames, IA 50011
(515) 294-8321

NCRCRD, organized in 1971 is one of four regional centers coordinating rural development research and education throughout the United States. It serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska,

North Dakota, South Dakota, Ohio, and Wisconsin.

As a regional center, NCRCRD assists public and private decision making by encouraging and conducting multi-disciplinary research, extension, and educational programs. These activities are designed to improve the social and economic well-being of nonmetropolitan communities in the region. Publications, conferences, interest networks, research projects, and program development assistance coordinated by the NCRCRD facilitate a strong rural development effort. The official publication of the NCRCRD, *Rural Development News*, is published five times each year, free of charge. sck

North Central Regional Educational Laboratory (NCREL)
Jane H. Arends, Executive Director
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(708) 571-4700

This lab is one of nine regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. NCREL designs its work to meet needs related to educational research and development and provides information and services to a region that includes the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Assessment of the needs of educators and policymakers in the region have revealed the significance of issues in the following three program areas: (1) improving curriculum and instruction to ensure that all elementary and secondary students acquire capabilities necessary for functioning in the twenty-first century; (2) enhancing the education professions to attract, develop, and reward excellence among classroom teachers, school administrators, and other education professionals; and (3) strengthening school partnerships to broaden participation in educational improvement efforts by parents, policymakers, and community leaders. NCREL's activities work toward the improvement of education for students in elementary and secondary schools by networking specific groups of educators and policymakers, promoting conferences, and providing specific staff development informa-tion and assistance. Activities have addressed rural issues, school restructuring, reading improvement, educational improvement, literacy, policy study and analysis, at-risk students, and rural education. The *Clipboard* is the newsletter published for NCREL's constituency. sck

Northeast Regional Center for Rural Development (NERCRD)
Daryl K. Heasley, Director
JoAnn Parsons, Assistant to the Director
Pennsylvania State University
104 Weaver Building
University Park, PA 16802
(814) 863-4656
FAX: (814) 863-0586

NERCRD is one of four regional centers coordinating rural development research and extension education. It serves the states of Connecticut, Maryland, Massachusetts, New Jersey, New York, Pennsylvania, Delaware, District of Columbia, Maine, New Hampshire, Rhode Island, Vermont, and West Virginia. NERCRD's purpose is to foster the initiation and development of regional research and extension efforts that aim to improve the social and economic well-being of rural people in the Northeast region. Activities include the support of applied research/extension projects with supplementary funds; the sponsorship of regional conferences and workshops; and the publication of research results, special monographs, and conference proceedings. Quarterly publications for NERCRD's constituents include *NETWORK* and *NETWORK UPDATE*. sck

Northwest Regional Educational Laboratory (NWREL)
Robert R. Rath, Executive Director
101 S.W. Main Street, Suite 500
Portland, OR 97204
(503) 275-9500
FAX: (503) 275-9489

One of nine regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of

Education, to focus on school improvement throughout the United States, NWREL serves Alaska, American Samoa, Guam, Hawaii, Idaho, Montana, Northern Mariana Islands, Oregon, and Washington. The Lab conducts applied research, development, and technical assistance for educators, parents, and decisionmakers. The Lab's activities, designed to improve quality and equality in education, address cultural understanding and equity, education involving business and human resource agencies, evaluation and assessment, professional development, rural education, school improvement, sex equity, technology, education and work, and literacy. The *Northwest Report* newsletter serves NWREL's constituents. sck

Office for Rural Education (ORE)
William A. Clauss
Western Carolina University
Killian Building, Room 223
Cullowhee, NC 28723
(704) 227-7347

The ORE was established to increase awareness of the unique strengths and needs of rural schools and communities in North Carolina, to develop creative systems to better serve rural youth and their teachers, to identify research activities designed to better understand the issues facing rural education in the state, and to provide training and program activities designed for subsets of the education community. Other objectives include expanding the use of technology in rural areas; promoting access to educational experiences and opportunities for youth in rural schools; and working with local government, businesses, agencies, and all levels of education to develop a transition model to better prepare students for work or additional education or training. sck

Regional Laboratory for Educational Improvement of the Northeast and Islands
David P. Crandall, Executive Director
The NETWORK, Inc.
300 Brickstone Square, Suite 900
Andover, MA 01810
(508) 470-0098
FAX: (508) 475-9220

This lab is one of nine regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. The Regional Laboratory for Educational Improvement of the Northeast and Islands serves the area of Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.

The Lab's program of work includes a combination of regional priority areas, state/island specific projects, national collaboration efforts, and program governance and support activities. Recently, four regional priority areas formed the core of the Lab's program of work: at-risk youth initiative; rural, small schools initiative; public policy for school improvement; and teacher development. In addition to these regional priority areas, an additional program area—State/Island Projects—is also an important part of the Lab's program of work. Its purpose is to ensure that the Lab retains the capacity to respond to individual state/island needs, while simultaneously pursuing a set of regional priorities. The *Regional Lab Reports* is the newsletter published for the Lab's constituents. A publications list is available upon request. sck

Regional Resource Center on At-Risk Youth
David P. Crandall, Executive Director
The Regional Laboratory for Educational Improvement of the Northeast and Islands
The NETWORK, Inc.
300 Brickstone Square, Suite 900
Andover, MA 01810
(508) 470-0098
FAX: (508) 475-9220

The Lab's Regional Resource Center on At-Risk Youth is an important component of the Lab's At-Risk Youth Initiative. The collection is oriented toward complementing and expanding in-state collections of resources and facilitating sharing across states. Schools and districts in the Lab's region can access the Center. An annotated list of current books and reports on at-risk youth issues is available free of charge from the Lab. In addition, the Lab has produced its own resources on at-risk students. sck

Rural Education Committee
Robert H. Decker, Contact Person
University of Northern Iowa
508 Shindler Education Center
Cedar Falls, IA 50614-0604
(319) 273-2443

The Rural Education Committee is comprised of College of Education faculty whose vision and mission is to assist rural school districts throughout Iowa and the United States through consultation, coordination, inservice, and research.

At the present time, the Committee is renovating a one-room schoolhouse on campus and has completed research in the areas of rural special education, technology, and educational administration. sck

Rural Services Institute (RSI)
Marilyn Bok, Director
Mansfield University
Doane Center
Mansfield, PA 16933
(717) 662-4808

The RSI collects and shares information about the quality of life in rural areas, uses university resources to help solve problems in the community, helps students gain practical work experience in rural settings, and is committed to providing leadership for the economic revitalization and development of the region. The Institute offers the following services: student internships, a speaker's bureau, consultations and training, educational workshops and seminars, and an annual Rural Issues Forum.

RSI oversees the Small Business Assistance Center, offering assistance to persons starting a new business as well as those involved in business expansions, and the Applied Research and Data Center, which supplies information on the population and condition of Pennsylvania counties by maintaining a working database that organizes social, demographic, and economic indicator data into county profiles. sck

SouthEastern Regional Vision for Education (SERVE)
Ernest K. "Nick" Nicholson
Deputy Executive Director
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435
(919) 334-3211
(800) 755-3277
FAX: (919) 334-3268

Funded as one of nine regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, the mission of SERVE is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes in the Southeast region, especially for at-risk and rural students. SERVE represents a coalition of business leaders, governors, policymakers, and educators who are seeking systemic, lasting improvement in education. The states involved in the consortium are Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

SERVE proposes to address critical issues that are shared throughout the region, to work as a leader and catalyst to promote systemic

educational improvement, to serve as a broker of exemplary practices and state-of-the-art research, and to become an invaluable source of information for existing organizations working to promote educational improvement.

To improve educational outcomes, especially for at-risk students, the SERVE has scheduled the following five annual areas of emphasis: (Year 1) improve math, science, and computer education; (Year 2) provide safe, drug-free schools; (Year 3) increase the graduate rate; (Year 4) improve student achievement and citizenship; and (Year 5) expand adult literacy and lifelong learning. Examples of research and development activities SERVE will conduct include developing and field testing a rural school-business partnership model and network; developing site-based accountability models—local measures of effectiveness; studying the effects of incentive programs on reducing dropout rates and on improving school conduct, academic achievement, and attendance of identified at-risk students; and evaluating the impact of videocommunications and other telecommunications technology on rural school education. SERVE will conduct and disseminate topical research, technical assistance, and other SERVE products via teleconferences, videotapes, satellite downlinks, public broadcasting, interactive videodisc technology, and through a network of rural education professionals. sck

Southern Education Foundation (SEF)
Elridge W. McMillan, President
135 Auburn Avenue, Second Floor
Atlanta, GA 30303
(404) 523-0001

Created in 1937 when four funds committed to improving education in the South were incorporated to form a single philanthropic entity, SEF's principal purpose remains the promotion of equal and quality education for blacks and disadvantaged Southerners. A public charity, SEF makes grants, operates its own program, sponsors conferences, and commissions research on a wide variety of educational issues. SEF also administers philanthropic funds for other organizations concerned with education.

SEF program initiatives addressing equity concerns include improving the quality of public education in rural areas and empowering black and poor citizens to voice their concerns and change adverse conditions.

The Fund for Rural Education Enhancement (FREE) was created in 1986 to provide seed grants for the creation of local education funds. FREE provides not only start-up grants, but technical assistance as well to help establish the funds, and matches monies raised by the funds. sck

Southern Growth Policies Board (SGPB)
P.O. Box 12293
Research Triangle Park, NC 27709
(919) 941-5145

SGPB is a public, interstate agency governed and supported by the state and local governments of the southern United States and Puerto Rico. SGPB represents a regional commitment to excellence—a cooperative effort to develop, conserve, and put to best use the South's natural and human resources. In order to enhance the region's decisionmaking processes, the SGPB assembles objective information and makes recommendations regarding economic development opportunities in the South.

The twelve states and Puerto Rico, who comprise the membership of the Board, have a new dedication to a healthy and sustained growth from within rather than without. This new model of internal economic development focuses on a new set of strategic issues such as quality education, technology, cutting edge infrastructures, capacity building, and global sophistication. It also places new-found importance on the role of state government policies, the focus of the SGPB's work. Created by southern governors, the SGPB is a unique vehicle for regional cooperation and planning, as well as public-private partnership building.

The SGPB's products include a series of regular publications dedicated to emerging economic issues, education and training issues, state-local

government capacity, growth and environmental management, international economic challenges, and technology. Also available are special publications in greater depth on strategic indicators, trends, and conference proceedings. sck

Southern Rural Development Center (SRDC)
H. Doss Brodnax, Director
Mississippi State University
P.O. Box 5446
Mississippi State, MS 39762
(601) 325-3207
FAX: (601) 325-8407

SRDC is one of four regional rural development centers in the nation and focuses specifically on rural problems of the Southern region. The SRDC provides support staff to the extension services and experiment stations of twenty-nine land-grant universities in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, Puerto Rico, and the Virgin Islands. SRDC's newsletter, *CAPSULES*, keeps its constituents informed of current activities and initiatives. sck

Southwest Virginia Transition Center
Alice Anderson, Transition Coordinator
Virginia Polytechnic Institute and State University
342 Lane Hall
Blacksburg, VA 24061-0254
(703) 231-8229
(800) 848-2714
FAX: (703) 231-3292

Funded by the Virginia State Department of Education, the Southwest Virginia Transition Center provides technical assistance to public schools, postsecondary institutions, adult service providers, and families. The purposes of the Center are to (1) research existing transition service delivery systems and disseminate findings about "best practices," (2) identify barriers to transition in rural areas and develop strategies for barrier resolution, (3) assist localities in formalizing interagency transition planning mechanisms for students, and (4) serve as a central clearinghouse for information and referrals.

The Center contracts with experts to provide consultations/workshops tailored to meet the needs of school divisions and agencies. Potential topics include vocational evaluation; vocational/transition planning; transition/alternative programs; collaboration between special education, vocational education, and guidance; trade related academics; curriculum/instructional adaptations; working with families; collection of student follow-up data; linking with business and industry; accommodations at the workplace; advocating employment for the disabled; and promoting postsecondary education for the disabled. Contact the Center for a list of locations in which services are available. sck

Special Interest Group on Rural Education
John R. Sanders, Contact Person
Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, WV 25325
(800) 624-9120

This special interest group of the American Educational Research Association encourages educational research relative to rural schools and people in rural America and provides a forum for the dissemination of such new research. The group publishes a newsletter three times a year. sck

Western Rural Development Center (WRDC)
Russell Youmans, Director
Oregon State University
307 Ballard Extension Hall
Corvallis, OR 97331-3607
(503) 737-3621
FAX: (503) 737-1579

WRDC is one of four regional centers coordinating rural development research and extension education throughout the United States. The WRDC works with Agricultural Experiment Stations and Cooperative Extension Services within the Land Grant University system in thirteen western states, Northern Marianas, American

Samoa, Micronesia, and Guam. WRDC dedicates most of its resources towards supporting the activities of rural development specialists and researchers located in the western land grant institutions. Requests for proposals focus on a variety of issues: the analysis of regional social, demographic, or economic changes and the consequences of these changes for development strategies; the implications of natural resource and environmental changes for life in rural areas, including water issues and land-use patterns; community leadership training and development; rural infrastructure issues; and the impacts of biotechnology and high-technology on rural areas. Projects funded by seed money address a research or educational need uniquely related to western rural standards of living and community vitality.

WRDC publications are intended to help rural communities make knowledgeable decisions concerning the complex issues they face in coping with today's changing world. The function of WRDC's newsletter, *Western Wire*, is to disseminate information about Center-funded projects and research. sck

Women's Bureau
U.S. Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210

The Women's Bureau, in response to its congressional mandate of 1920, works to improve the economic status of women by seeking equity in employment policies. The Bureau also disseminates information about women, and works to support the development of programs that enhance women's job skills and employment potential. The Bureau's activities include projects to explore ways to expand training and job opportunities for women for the purpose of increasing the base of knowledge about specific employment-related needs of women and demonstrating better techniques in meeting those needs, and pilot projects to serve such groups as rural women, single heads of households, low income women, female offenders, minority women, young female adults, and displaced homemakers/mature women in order to utilize innovative techniques for providing training in job skills and other employment readiness areas, job placement, support services, and information sharing through various types of networks.

The Bureau has also taken on the production and dissemination of descriptive models, or program guides, so that others may duplicate the initiatives. The models are intended for use by community-based organizations and by local and State governmental units concerned with increasing the employment opportunities of women and assisting them toward achieving greater economic self-sufficiency. The business community may also find the various training concepts useful. sck

CLEARINGHOUSES

The following clearinghouses provide specialized information and technical assistance to teachers, administrators, counselors, policymakers, parents, students, and others interested in the issues of serving youth and adults in rural vocational education programs. Available services may include information responses by letter, telephone, or electronic interaction; access to a computer-based information network; individualized computer searches; specialized projects; conference presentations; and telephone consultations. Publications may include the following: newsletters, bibliographies, monographs, journal columns and articles, fact sheets and resource papers, resource directories, and referral lists.

ACCESS
National Committee for Citizens in Education
The Information Clearinghouse About Public Schools
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
(301) 997-9300
(800) NET-WORK

ACCESS provides computerized information on a wide range of topics on public education to parents and citizens who wish to become

involved in efforts to improve their public schools. Housed by the National Committee for Citizens in Education, ACCESS is made possible through a grant from the MacArthur Foundation. Information from searches includes summaries of books, reports, studies, and articles; legal information on federal legislation, state statutes, court rulings, and organizations—national, state, and local. Resources and printouts are available on a variety of topics, including single parents, effective schools through school-based improvement, college opportunities for learning disabled students, dropouts, education for disadvantaged children (Chapter 1), and education block grants (Chapter 2). A new service available to counselors, parents, and students provides information on career and college opportunities, including financial aid information. sck.

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)
Susan Imel, Director
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815
FAX: (614) 292-1260

The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include in-depth reviews, *Digests* that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. Services include computer searches and referrals. sck

ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS)
Appalachia Educational Laboratory
1031 Quarrier Street, P.O. Box 1348
Charleston, WV 25325
(304) 347-0400 in Charleston area
(800) 344-6646 in WV
(800) 624-9120 outside WV

The ERIC/CRESS Clearinghouse covers the following scope: rural education, small schools, American Indian and Alaska Native education, Mexican American education, migrant education, and outdoor education. Accessed by students, counselors, teachers, administrators, researchers, and others interested in education, ERIC/CRESS answers requests for information, develops and disseminates publications, and conducts workshops. The Clearinghouse acquires educational materials such as articles, reports, curriculum descriptions, and conference proceedings and makes accessible articles and documents about education to all who are interested. The ERIC system produces a computer-searchable database of the literature of education in two parts: Resources in Education (RIE) and Current Index to Journals in Education (CIJE). sck

National Dropout Prevention Center (NDPC)
Jay Smink, Executive Director
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 868-3475 (in SC)
(800) 443-6392

The NDPC serves as a repository and clearinghouse of information for groups and individuals concerned with dropout prevention. The NDPC's mission is to significantly reduce the dropout rate in American schools by helping to develop public-private partnerships between schools, business, and communities to address this crisis. The Center publishes the quarterly *National Dropout Prevention Newsletter*; *A Series of Solutions and Strategies* serial; various other publications on such topics as dropout rates, mentoring, and identification; and handbooks for students and principals. The NDPC

also maintains the FOCUS database, a collection of databases focused on dropout prevention. sck

Rural Clearinghouse for Lifelong Education and Development
Sue C. Maes, Co-Director
Jacqueline D. Spears, Co-Director
Kansas State University
College Court Building
Manhattan, KS 66506-6001
(913) 532-5560
FAX: (913) 532-5637

The Rural Clearinghouse for Lifelong Education and Development is a national effort to improve rural access to education. Governed by a National Steering Committee, the Clearinghouse serves the complete range of educational providers, including schools, colleges, and universities; community colleges; cooperative extensions; libraries; community-based organizations; vocational-technical colleges; and community/economic development corporations.

The overriding goal of the Clearinghouse is to improve rural access to a broad range of information and training programs. Specific strategies focusing on enhancing educational practice in response to rural needs include disseminating effective models for serving rural areas; facilitating the development of effective educational models in response to selected rural problems; providing forums for the exchange of information among professionals from the complete range of educational providers serving rural areas; developing regionally organized and supported networks; and advocating rural needs with educational associations, state and federal policymakers, and other relevant public entities. Past grants involved initiatives concerning rural adult postsecondary education, effective practices in rural literacy, rural communities and change, and rural schools and their communities. sck

COMPUTER-BASED INFORMATION NETWORKS

Computer-based information networks provide instantaneous on-line communication and database services. These networks are an efficient method of communicating with other school districts, agencies, clearinghouses, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning relevant issues in education.

ADVOCNET
David Carlson, Administrative Assistant
NCRVE
1995 University Avenue, Suite 375
Berkeley, CA 94704-1058
(415) 642-3798
(800) 762-4093

The NCRVE, University of California at Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, administrators, and others. The service features message exchanges, bulletin boards, and teleconferencing. The network serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest.

ADVOCNET provides access to people and information throughout the nation in a variety of ways which include communicating with other users effectively; sending messages to many users at once by using mail distribution lists; composing messages on your personal computer and uploading them, or composing messages on-line; sending data files or formatted documents, even spreadsheets and word processing documents, to other users; accessing news and information services and on-line database services, including VECM, RIVE, and ERIC; and posting and reading ADVOCNEWS bulletin board items on a variety of subjects. ADVOCNEWS is an electronic bulletin board for the exclusive use of ADVOCNET members. Announcements and requests can be posted in many categories,

including meetings, jobs, special needs, new products, legislation, and requests.

All that is needed to access ADVOCNET is a personal computer or terminal, modem, phone line, and subscription through BT Tymnet, the vendor. Technical assistance is available toll free from NCRVE and from BT Tymnet. On-line help, an interactive on-line tutorial, and printed documentation is also available to users. For further information about ADVOCNET, contact David Carlson at NCRVE using the above address. For subscription information, contact BT Tymnet, 6120 Executive Boulevard, Suite 500, Rockville, MD 20852, (301) 881-9020. sck

SpecialNet
GTE Education Services, Inc.
Subscription Services
8505 Freeport Parkway, Suite 600
Irving, TX 75063
(800) 468-8550

The world's largest computer-based information network for education professionals, SpecialNet consists of three parts: electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards, including Assessment, Litigation, Rural, Spec.ed.needs, and Transition, are available along with over fifty active state bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available twenty-four hours a day, seven days a week, through virtually any telephone in the United States and Canada, as well as seventy additional countries worldwide. sck

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties.

ERIC
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, NW
Washington, DC 20208-5720
(202) 357-6289
(800) USE-ERIC
FAX: (202) 357-6859

The Educational Resources Information Center (ERIC), sponsored by the OERI, U.S. Department of Education, is designed to provide users with ready access to primarily the English language literature dealing with education. It does so through a variety of products and services that include databases, abstract journals, microfiche, computer searches, document reproduction, and analyses and syntheses. ERIC maintains the world's largest education database that covers all aspects of education and is accessible in most universities, state, and large city libraries in at least one of three formats: (1) manual indexes, (2) an on-line service, and (3) CD-ROM. sck

Research in Vocational Education (RIVE)
David Carlson, Manager
NCRVE
1995 University Avenue, Suite 375
Berkeley, CA 94704-1058
(415) 642-3798
(800) 762-4093
(ADVOCNET) AVO001

RIVE is a specialized database covering ongoing and recently completed projects in the field of vocational education. It also indexes the products and reports resulting from those projects. Special emphasis is given to the research, personnel development, and curriculum development activities funded under the Carl D. Perkins

Vocational and Applied Technology Education Act.

Researchers may avoid duplication of effort by searching RIVE before applying for federal or state funds. RIVE may be used to study trends in funding such as amount or duration of study. It may also be of use to professionals in the field of vocational education for identifying new developments and projects.

RIVE includes descriptive abstracts of most project proposals. Projects in all fields of vocational education are covered including adult education, basic skills education, bilingual vocational education, curriculum development, gifted and talented programs, job placement, personnel development, and rural education.

The database is available through BRS Information Technologies. Many larger libraries as well as the National Network for Curriculum Coordination in Vocational and Technical Education (which maintains the state vocational and technical education curriculum centers) subscribe to BRS and conduct searches on request. The NCRVE also conducts searches for clients. NCRVE works with state program improvement officers and the federal Office of Vocational and Adult Education to maintain the content of the database. BRS and NCRVE also provide technical support to database users. For further information about RIVE, contact David Carlson at NCRVE's address. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

TASPP Computerized Information Base
NCRVE
Technical Assistance for Special Populations Program
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Sheri C. Kallembach, Manager
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TASPP has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, limited-English proficient students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and the academics.

Entries contained in the base include the following: reference materials including the most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services, including curriculum centers, clearinghouses, computer-based information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff.

This computerized information base is accessible by writing or calling the TASPP staff at the above address and telephone number. sck

Vocational Education Curriculum Materials (VECM)
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The VECM database is a comprehensive centralized computerized database of information on curriculum materials. Its development was a cooperative effort by the six Curriculum Coordination Centers (CCCs) of the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE) and the NCRVE.

Only current vocational and technical curriculum materials that have national availability appear in VECM. About six thousand records of both print and nonprint materials, including about eleven hundred microcomputer courseware entries, are now in the database, and the number is continually increasing. A recent emphasis has been on curriculum materials for special needs populations.

Each VECM entry includes the following information: title, date, sponsoring agency, developer, subject matter classification, educational level, intended user, student target population, description of the print or nonprint materials, copyright restrictions, and availability.

The database is available through BRS Information Technologies. Many larger libraries as well as the NNCCVTE subscribe to BRS and conduct searches on request. NCRVE also conducts searches for clients. The CCCs and NCRVE continue to build and maintain the VECM database. All vocational and technical educators are encouraged to contribute information about curriculum materials. For further information about VECM, contact David Carlson at NCRVE's address. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

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NATIONAL TASK FORCE
TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM (TASPP) of the
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The Technical Assistance for Special Populations Program (TASPP) is a service function of the National Center for Research in Vocational Education (NCRVE) at the University of California at Berkeley. Housed at the University of Illinois, a subcontractor of the NCRVE, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. TASPP's direction is guided by a national task force comprised of principal investigators from the various Center institutions as well as national leaders in the field of vocational education for special populations.

The TASPP goals are to (1) provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; (2) initiate and support networks of professionals serving the vocational education needs of special groups; and (3) provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations.

For more information on the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education, University of California at Berkeley, please contact

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